DESK COPY

MONMOUTH COLLEGE

CATALOG 1967-68

MONMOUTH COLLEGE BULLETIN, MONMOUTH, ILLINOIS

Where to Write

This catalog is designed to provide information about Monmouth College and its academic program. Inquiries for further information may be addressed to the appropriate office at Monmouth College, Monmouth, Illinois 61462.

Academic Affairs	Dean of the College
Admissions, Scholarship, Information for Prospective Students	Director of Admissions
Business Affairs, Payment of Fees	Business Manager
Events, Activities	Director of Public Information
Financial Assistance to the College	Director of Development
Student Welfare	Dean of Students
Transcripts of Student Records	Registrar

The following off-campus admissions representatives also may be contacted:

CHICAGO

Paul Schoenheider
10317 South Kilbourn
Oak Lawn, Illinois 60453
telephone: (312) 423-5863

ST. LOUIS

Donald Ingerson
438 Jehling Drive
Ferguson, Missouri 63135
telephone: (314) JA2-3767

EAST COAST

Tom Ulmet
Washington Manor
110 Washington Street
East Orange, New Jersey 07017
telephone: (201) 675-3807

John F. Wilbur
16 West Street
New Milford, Connecticut 06776
telephone: (203) 354-8455

MONMOUTH COLLEGE BULLETIN
Volume LXXIV, No. 1, August 1967

Published quarterly by Monmouth College, Monmouth, Illinois. Second-class postage paid at Monmouth, Illinois 61462.

Monmouth College, as a liberal arts college, proposes to provide basic knowledge and inspiration to assist young men and women in gaining an understanding of the world in which they live.

The curriculum is designed to provide a broad understanding of the physical world, of human society, the arts and the world of ideas; to provide an atmosphere in which the student is encouraged to develop initiative, responsibility, intellectual inquiry and self-confidence, a sense of value, creativity and a desire to continue a lifelong quest for knowledge; to provide the students with a foundation for entry into the world of industry and commerce, the various professions, or graduate study.

The concern of Monmouth College is with the individual student: his mind, his aspirations, and his ideals. Within an intellectual and cultural environment in which Christian ideals are affirmed, the college aims to train highly effective young men and women who will in turn render a service to society.

MONMOUTH . . . at a glance

Location:	Monmouth, Ill. (180 miles west of Chicago)
Founded:	1853
Enrollment:	1,300
President:	Dr. Duncan Wimpress
Affiliation:	Associated Colleges of the Midwest United Presbyterian Church, U.S.A.
Accreditation:	North Central Association of Colleges and Secondary Schools Class A rating, University of Illinois American Chemical Society American Association of University Women Association of American Colleges and Universities
Nature of the College:	Liberal Arts Co-educational Private Residential
Fraternities:	Alpha Tau Omega; Sigma Alpha Epsilon; Sigma Phi Epsilon; Tau Kappa Epsilon; Theta Chi
Sororities:	Alpha Xi Delta; Kappa Delta; Kappa Kappa Gamma; Pi Beta Phi
Honor Societies:	Sigma Omicron Mu; Alpha Lambda Delta; Phi Eta Mu; Tau Pi; Beta Beta Beta; Eta Sigma Phi; National Collegiate Players; Phi Alpha Theta; Pi Alpha Nu; Pi Kappa Delta; Sigma Delta Pi; Sigma Tau Delta; Pi Gamma Mu; Blue Key; Tomahawk.
Secial Programs:	Argonne National Laboratory; Central American Field Studies; Critical Languages; Cuttington College; East Asian Studies; Engineering Binary; Experiment in International Living; Field Course in Introductory Geology; High School Seniors' Honors; Junior Year Abroad; Master of Arts in Teaching; Newberry Humanities Seminar; Summer Institutes Abroad; Urban Semester; Washington Semester; Washington House; Wilderness Field Station; Pre-Professional Preparation; Army Reserve Officers' Training.
Athletics:	Midwest Athletic Conference Varsity Competition: football, cross country, basketball, swimming, wrestling, baseball, track, golf and tennis.
Director of Admissions:	Glen D. Rankin

College Calendar, 1967-68

FIRST TERM, 1967

September 13-14	Wednesday, Thursday	Faculty Conference
September 16	Saturday	Dormitories open to new students
September 17-19	Sunday, Monday, Tuesday	Orientation
September 19	Tuesday	Registration
September 21	Thursday	First term classes meet
September 26	Tuesday	Honors Convocation
October 21	Saturday	Homecoming
November 3-4	Friday, Saturday	Parents Day
November 22	Wednesday	Thanksgiving recess begins
November 27	Monday	Classes resume
December 4	Monday	First term classes end
December 5	Tuesday	Reading period
December 6-9	Wednesday-Saturday	Examinations

SECOND TERM, 1968

January 2	Tuesday	Second term classes begin
January 9	Tuesday	Honors Convocation
March 9	Saturday	Second term classes end
March 10	Sunday	Reading period
March 11-14	Monday-Thursday	Examinations
March 15	Friday	Spring Recess begins

THIRD TERM, 1968

March 25	Monday	Third term classes begin
March 27-April 6	Wednesday-Saturday	Liberal Arts Festival
April 9	Tuesday	Honors Convocation
April 14	Sunday	Easter Sunday
May 31	Friday	Third term classes end
June 1	Saturday	Reading period
June 3-6	Monday-Thursday	Examinations
June 8	Saturday	Alumni Day, Baccalaureate
June 9	Sunday	Commencement

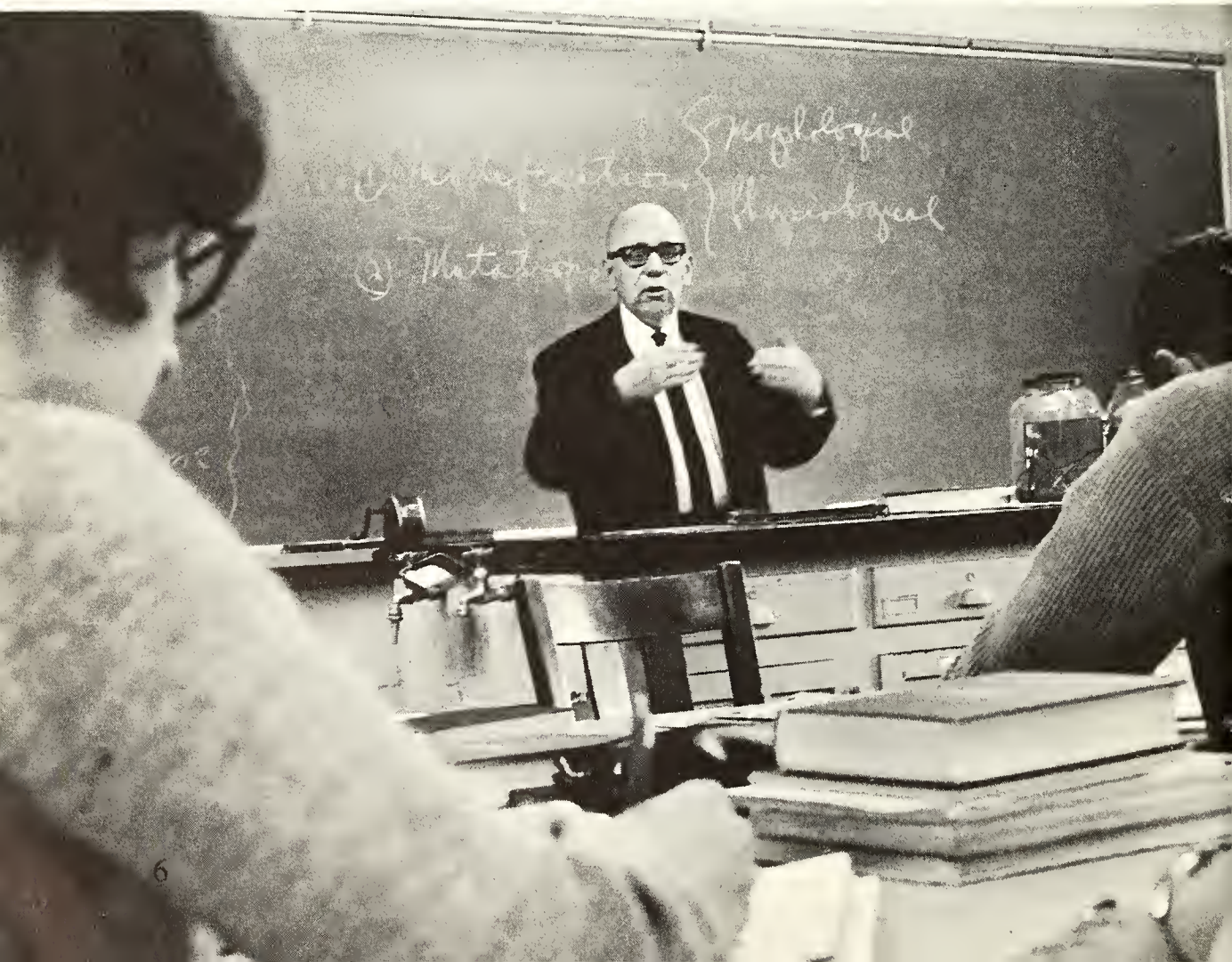
From the President's Desk

A college catalog is many things to many people. It is the official record of the college, with descriptions of courses, an explanation of regulations and a listing of the faculty. Because the catalog is the one publication containing all this information, it is of use not only to present students, but also to prospective students.

We hope that high school students planning their college careers — and those who counsel them — will find this catalog useful. The photographs and text tell about Monmouth College and its educational program: an exciting, challenging new program structured around a faculty of master teachers.

In addition to the description you find in this catalog and in our other publications for prospective students, we hope you'll be able to visit our campus and see the Monmouth program in operation. You are invited to write to the Director of Admissions.

DUNCAN WIMPRESS



Contents

PAGE

THE COLLEGE 8

The Character of the College

About Monmouth

In the Liberal Arts Tradition

The Three-Term, Three-Course Plan; The Faculty; Education Outside the Classroom

STUDENT LIFE 15

Religious Life; The Sports Program; Student Activities and Organizations; Student Services

THE CAMPUS 21

Residence Halls; Academic Buildings; The Library; Athletic Facilities; Quinby House; Student Center

SPECIAL STUDY PROGRAMS AND CAREER PREPARATION 27

THE ACADEMIC PROGRAM 35

Requirements for Graduation

Distribution Requirements; Field of Concentration; Senior Comprehensive Examination; Independent Reading Programs; Seminars and Individual Study

Academic Regulations

Attendance; Registration; Grades; Academic Probation; Cumulative Grade-Point; Classification; Degrees; Honors at Graduation; Credit by Examination

SUGGESTED CURRICULA 45

COURSES OF INSTRUCTION 55

ADMISSION 115

EXPENSES AND FINANCIAL AID 121

DIRECTORIES 133

Senate; Faculty; Administrative Officers; Associations

INDEX 148

The College

Character Of The College

Monmouth College is an independent, coeducational, residential liberal arts college with a limited enrollment and an educational program designed for students of superior ability who seek a challenging and exciting college experience.

Monmouth is a pioneer college, in tradition and spirit. Founded in 1853 with an endowment of $1,150 by a group of pioneer citizens of Monmouth, the college has perpetuated a spirit of vision, optimism and vigor. It ranks today as one of the nation's leading liberal arts colleges.

Monmouth was one of the first colleges in the nation to admit women on an equal basis with men and one of the first in the Midwest to be accredited for the preparation of chemists by the American Chemical Society.

The spirit continues today in a new and expanding East Asian Studies program, which has attracted wide attention, and a distinctive educational adventure — the three term, three-course curriculum now in its fourth year.

Monmouth's academic standing has been enhanced by the publication of *Doctorate Production in United States Universities, 1920-62,* which ranked Monmouth among the top 16 per cent of the nation's 1,470 four-year colleges and universities in the production of scholars who earn the Ph.D. degree. The National Academy of Sciences-National Research Council report listed Monmouth as one of the 300 "leading baccalaureate sources of doctorates" and noted that Monmouth ranks 62nd among private liberal arts colleges in the nation in the number of alumni who earned doctorate degrees in the period covered by the survey.

In the second Trytton Report, Monmouth ranked among the top 10 colleges in the nation in the percentage of male graduates who completed the doctoral degree in chemistry. The recent Knapp and Greenbaum study rated Monmouth among the top 50 colleges and universities in the production of scholars, 20th in the nation in the preparation of scholars in the social studies, and seventh in the production of young women scholars of distinction.

A biennial Liberal Arts Festival gives focus to the philosophy of studying a topic from all areas of human knowledge. R. Buckminster Fuller, design engineer and inventor of the geodesic dome, was one of the speakers at the 1965 festival. Syndicated columnist and author Max Lerner was another.

Monmouth's concern for the individual student closely interweaves the personal lives of the students, the social life of the campus and the academic program. College course work is conducted with the hope and expectation that the learning experience will make a genuine personal difference to the students who take them. Close relationships between students and the dialogue between students and faculty members play a dramatic role in the assimilation and understanding of ideas and facts.

The college is dedicated to limited enrollment where individuality and a sense of community can be preserved. Selection of students is based on academic competance and strength of character. A residential system emancipates students from adolescent interests and fosters independence. The faculty of 105 members has as a primary goal the teaching of young people in an environment where student and teacher are closely identified.

Monmouth remains experimental in nature, vigorous in spirit, dynamic and informal in program — all the while uniquely devoted to providing an undergraduate education of the highest possible quality.

About Monmouth

Founded in 1853 by Presbyterians of Scottish descent as a preparatory school for ministers of the Associated Reformed Presbyterian Church, Monmouth has retained its Scottish traditions and its affiliation with the church, now the United Presbyterian Church, USA. It was one of the first colleges in the nation to operate as a coeducational institution and is the birthplace of the first two sororities in the nation, Pi Beta Phi and Kappa Kappa Gamma. Both maintain Alpha chapters at Monmouth.

During its first 111 years, the college was guided by six presidents: Dr. David A. Wallace, Dr. Jackson Burgess Michael, Dr. S. E. Lyons, Dr. Thomas Hanna McMichael, Dr. James Harper Grier and Dr. Robert W. Gibson. In 1964, Dr. Duncan Wimpress was elected the seventh president.

Governing body of the college is the Senate, composed of 40 leaders from various professions and geographical areas. The college is accredited by the North Central Association and the American Chemical Society.

The college is an institutional member of the American Alumni Council, American Association of Colleges in Teacher Education, American Association of University Women, Associated Colleges of the Midwest, American Council on Education, American College Public Relations Association, Associated Colleges of Illinois, Association of American

Colleges and Universities, Illinois Association for Teacher Education in Private Colleges, Midwest Intercollegiate Athletic Conference and Presbyterian College Union.

Monmouth is a founding member of the Associated Colleges of the Midwest, an organization of 10 outstanding liberal arts colleges in Iowa, Illinois, Minnesota and Wisconsin. These independent colleges of similar size, organization and purpose work together in various undertakings to increase their educational effectiveness.

Monmouth is a member of the Midwest Intercollegiate Athletic Conference which carries on competition at the varsity and freshman level between the 10 institutions in the Associated Colleges of the Midwest. Monmouth's "Fighting Scots" compete in nine varsity sports: football, cross country, basketball, swimming, wrestling, baseball, track, golf and tennis.

The city of Monmouth, from which the college draws its name, is a pleasant, progressive community of 11,000. It is the county seat and leading city of Warren County, 180 miles west of Chicago. The city offers friendly shops, a movie theater, restaurants and other facilities geared to meet the students' personal needs. Monmouth is the birthplace of the famed frontier marshal Wyatt Earp, and a memorial to him stands in Monmouth Park. Placques at the northeast corner of the city square mark the sites where Lincoln and Douglas spoke.

Monmouth is accessible by car, bus, train or airplane. U. S. Highways 34 and 67 and Illinois 164 intersect in the city, and U. S. Interstate

80 passes nearby. The city is on the main line of the Chicago, Burlington & Quincy Railway, which operates special trains for students at Christmas and Thanksgiving. The Santa Fe Railway depot is only 16 miles away.

Monmouth also is served by two bus lines, and Ozark Airlines operates daily from an airport only 10 miles from the campus. Monmouth's airport, oldest in Illinois in continuous operation, serves private planes. Ozark and United Air Lines service the nearby Quad Cities.

The college operates special charter bus to and from the St. Louis area at vacation times. Charter plane service also is available under college sponsorship.

In The Liberal Arts Tradition

Monmouth College, devoted to the liberal arts, constantly seeks new ways to challenge its students. The college has revitalized its educational program with the adoption of a three-term, three-course curriculum; with increased emphasis on individualized study; with the establishment of a senior comprehensive examination and a variety of interdisciplinary seminars; with the advent of an East Asian Studies program focusing on the non-Western world, and with the introduction of a multitude of off-campus study programs.

The dynamic, vibrant academic adventure is based in a four-year program which emphasizes the arts and sciences, coupled with the intellec-

tual, cultural and recreational opportunities offered within a closely knit college community.

Advanced instruction is highly individualized; most of a student's advanced work is in small classes, seminars and independent study. Special programs bring the world to the campus through programs in a variety of fields of study, conducted in places such as Costa Rica, Japan, Washington, D. C., the Quetico-Superior National Wilderness, Argonne National Laboratory and Cutting College in Liberia.

Courses are grouped into the humanities, natural sciences and mathematics, and social studies. Academic departments are grouped into three divisions:

HUMANITIES:

Art, Bible and Religion, Classical Languages, English, History, Modern Foreign Languages (French, German, Russian, Spanish, Japanese), Music, Philosophy, Speech

SOCIAL SCIENCES:

Economic and Business Administration, Education, Government, Physical Education, Psychology, Sociology

NATURAL SCIENCES AND MATHEMATICS:

Biology, Chemistry, Geology, Mathematics, Physics.

THE THREE-TERM, THREE-COURSE PLAN

The three-term, three-course curriculum provides new depth in the liberal arts through more intensive study during a shorter period of time. Instead of two conventional 15-week semesters, the academic year is divided into three 11-week terms which end at the natural dividing points of Christmas and the months of March (spring recess) and June. Students go home for the Christmas holidays with final examinations behind them, rather than facing a "lame duck" session with papers and exams due immediately after the holidays.

Under three-three, now in its fifth year at Monmouth, students normally take only three courses a term or an allowable maximum of 11 a year. Seminar and independent studies are required for all junior and senior students.

During his first two years at Monmouth, a student explores the major areas of the liberal arts as they fulfill graduation and distribution requirements. In the final two years, he undertakes a more intensive study in his field of concentration. As the student progresses from freshman to senior year, the college plans for him to become free of detailed supervision and to increase his independence through individual study programs. Always, however, especially during the first two years, the student has the benefit of ample counseling by his faculty adviser, his residence hall counselor, and the Dean of Students.

THE FACULTY

The heart of the learning process at Monmouth is based on the premise that the dialogue between students and faculty members plays a most important role. Monmouth's faculty members are selected very carefully for the part they will play in the lives of their students—inside and outside the classroom.

In the past few years many young and vigorous teacher-scholars have been added to the Monmouth College faculty. Almost half of the faculty already hold the Ph.D. degree, and many others are making substantial progress toward it. The college has never had a "publish or perish" policy. The prime emphasis is on teaching. Yet during the past decade, scholarly production of the faculty compares favorably, in proportion to size, with that of the nation's great universities.

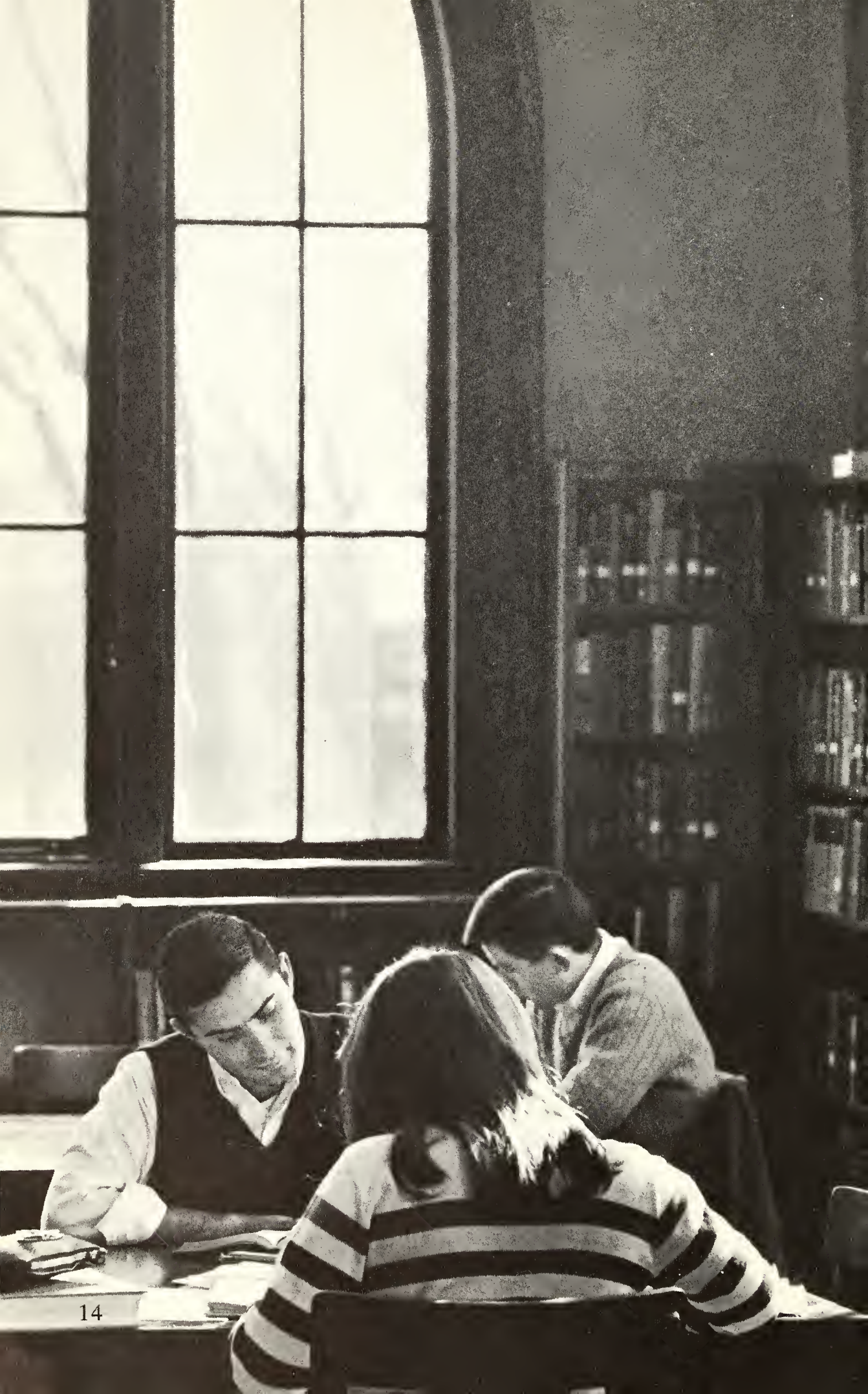
Faculty members at Monmouth are on the campus because their primary interest is in teaching young people—particularly in a small liberal arts college such as Monmouth, where they have an opportunity to work closely with students. The student-faculty ratio is 15:1, and all department heads teach some freshman courses. Size of an average class ranges from 20 to 25 students for a typical freshman English class to five or six students for a typical seminar at the upperclass level. Monmouth's independent study programs further emphasize this close student-faculty relationship.

A freshman student is introduced to the college at orientation sessions led by faculty members. Before arriving on campus, each freshman is assigned to a faculty adviser who counsels him in selection of an academic program and career as well as in day-to-day problems. Faculty members lead student colloquia, serve as advisers to student groups, serve on committees with students for special events such as the Liberal Arts Festival. Both in the classroom and in the campus community, students and faculty members come into frequent informal contact.

EDUCATION OUTSIDE THE CLASSROOM

Because Monmouth is a residential college, the personal lives of the students, the social life of the campus and the academic program are all closely related. "Education Outside the Classroom" at Monmouth is a broad program encompassing cultural and recreational activities, discussion sessions and a variety of events which broaden the student's horizons and relate classroom studies to current practices and topics.

Regularly scheduled programs include the Monmouth College Concert-Lecture Series, an All-College Colloquium, a biennial Liberal Arts Festival, a Student Council Jazz Concert, the Danforth Visiting Lecturer Program, the Sigma Omicron Mu Visiting Lecturer Program and the Classics Department Visiting Scholar Program. Other events include faculty colloquia, student-faculty colloquia, convocations and the placing of books and periodicals in the college residence halls.



Student Life

Monmouth is a personal college, with an easy intermixing of students from a wide geographic area and diverse religious, socio-economic background. The college seeks to stimulate the growth of a democratic, wide-ranging extra-curricular life that will help each student to mature.

As a residential college, Monmouth stresses student life "outside the classroom" by offering a rich and varied program of co-curricular and extra-curricular activities. There is a wide choice of recreational and cultural events, including lectures by authorities on provocative and often controversial subjects; art displays in both the art center and the Student Center; dramatic performances, including original student plays; music concerts and performances by both professional and student groups. Students attend faculty colloquia and lectures by visiting scholars and campus guests.

Sparetime recreation is in abundance on campus, and there are opportunities for ski trips, canoeing and related activities within driving distance. Monmouth, with a proud record of support for its athletic teams in the Midwest Conference, has an equally fine record of participation in intramural events.

The Student Center is the living room of the campus, a focal point for student life. Offered at the Student Center are social and cultural programs in addition to physical facilities for leisure use, ranging from bowling, billiards and ping-pong to music, a snack bar and conference rooms for general discussion and student committee meetings. The five national fraternities and four national sororities attract many students—other than their own members—to social functions. A Student Senate promotes student welfare and represents the wishes and needs of the student body.

Other aspects of student life include a weekly newspaper, a campus radio station, a yearbook and an annual literary magazine, each of which encourages students to participate and develop their potential as communicators.

There also are discussion groups, departmental clubs, luncheon programs and non-required convocations and chapel programs.

Religious Life

Throughout its history, Monmouth College has retained an affiliation with the church of its founders, today the United Presbyterian Church, U.S.A. While not attempting to be evangelical, or intrude on a student's beliefs, the college does accept the responsibility to challenge each student to develop his spiritual dimension as well as his intellect. Many denominations can be found among the student body and among the faculty. Various religious groups are encouraged to develop special programs for students of their faith. Religious life on the campus is developed within a deliberately ecumenical atmosphere. Field trips offer a student the chance to see the church as it faces existing problems of modern society. Local service projects, such as Jamieson Center, offer still another challenge to concerned students.

Students also participate in planning and leading worship services. Throughout the year, leading interpreters of religious thought visit the campus to speak in a religious setting, conduct seminars, lecture in classes, counsel students and contribute to student understanding of religious heritage.

The Sports Program

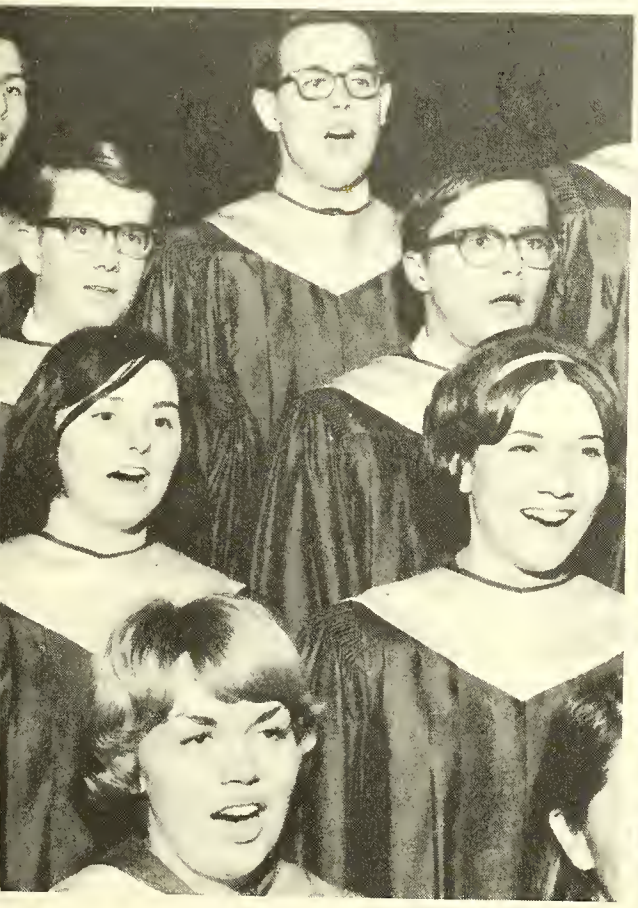
Monmouth has a diversified program of intercollegiate and intramural athletics. The varsity teams, the "Fighting Scots," compete in the Midwest Athletic Conference with nine other colleges: Beloit, Carleton, Coe, Cornell, Grinnell, Knox, Lawrence, Ripon and St. Olaf. Competition is in football, cross country, basketball, swimming, wrestling, baseball, track, golf and tennis.

Yearly, Monmouth and its nearby rival, Knox College of Galesburg, renew the oldest football rivalry west of the Allegheny Mountains. Midwest Athletic Conference rules do not permit freshmen to participate in varsity athletics, but the college maintains a freshman team in each sport, which plays a limited schedule. Some 45 per cent of Monmouth's male enrollment participates in intercollegiate athletics.

The far-ranging intramural program is open to all students and offers competition in all of the varsity sports, plus volleyball, bowling, badminton, billiards, archery, handball, soccer, rifle and decathalon. The contests are supervised by members of the physical education faculty.

Student Activities And Organizations

There are some 40 special interest clubs, honorary organizations, supervisory and social groups and social fraternities. Field trips are used for first-hand study of people and conditions, such as in the disadvantaged areas of Chicago. Within the community of Monmouth, a tutoring and social service organization of students, works with youth. Benefits of



33
11

off-campus experience also is provided for students who attend varied conferences, such as the 1967 Wingspread Conference on Communist China, which was held at the Johnson Foundation, Racine, Wis.

The 15 honorary organizations on Monmouth campus include Sigma Omicron Mu, upperclass scholastic; Alpha Lambda Delta, freshman women's scholastic; Beta Beta Beta, biology; Eta Sigma Phi, classics; National Collegiate Players, theater; Pi Kappa Delta, forensics; Sigma Tau Delta, creative writing; Blue Key, service and leadership.

Student opinion finds full expression in the *Oracle,* the campus weekly newspaper. Operating policies governing the *Oracle*; the yearbook, the *Ravelings*, and the literary magazine, the *Piper,* are determined by a student publications board which has representation from faculty and administration but is primarily a student board. As in student publications, the radio station WFS enables students to gain practical experience in operating a communications medium.

A student judicial board, composed of seven students with vote, one faculty member with vote and three personnel deans as non-voting advisers, administers action in behalf of the college for violations of the college policy.

The Student Center board of directors, also primarily composed of students, establishes programming for the Student Center and policies necessary for use of the building.

There are nine Greek letter fraternities and sororities. Monmouth is the birthplace of the sorority movement, and the Alpha chapters of the nation's first two sororities, Pi Beta Phi and Kappa Kappa Gamma, are maintained here. Each fraternity has its own house on campus; sororities have chapter rooms. Sororities are Alpha Xi Delta, Kappa Delta, Kappa Kappa Gamma and Pi Beta Phi. The fraternities are Alpha Tau Omega, Tau Kappa Epsilon, Theta Chi, Sigma Alpha Epsilon and Sigma Phi Epsilon. About 40 percent of the college's male students are affiliated with fraternities, while 65 percent of the women students are affiliated.

A listing of student organizations is included in the *Scot's Guide,* a booklet of student information and regulations which is sent to all new students early each fall.

Participation in student activities is subject to regulations by faculty with a view toward protecting scholarship and improving the quality of extracurricular programming.

STUDENT SERVICES

The interest of the college in the personal development of each student begins when he is admitted. Those in the area of student personnel services include the Dean of Students, the Dean of Women, the Dean of Men, Student Health Service personnel, the Director of Student Aid and Placement, the Chaplain, and the staff of the Student Center. All share a belief in knowing, respecting and helping each student—a requisite for effective learning and living on campus.

The advising and counseling of each student is primarily within the role of the faculty adviser, but is supplemented by the three personnel deans, the Chaplain, and the doctors and staff of the Health Service. Student counselors in the residence halls also are helpful. No matter what the problem or concern, each student is sure to find understanding. For the more serious or incapacitating problems, the services of a psychiatrist are offered through the Health Service on a fee basis.

Part of Monmouth's counseling program takes place before college begins. A Summer Orientation program is held for parents and new students. For the students themselves, advice and useful information is provided during another orientation program immediately before the start of classes each fall. During this program, the college, including upperclass counselors, directs its efforts toward helping students understand what it means to live and study on the campus. Topics range from interpretations of the curriculum and academic demands to discussions of social and recreational opportunities.

The office of student Aid and Placement assists both students and alumni in obtaining employment. Vocational counseling is offered by the Director as well as by the Dean of Students. The College Placement Bureau maintains a career library and arranges campus interviews with company personnel recruiters. Many students finance part of their college expense by campus and off-campus employment. The Director counsels students about opportunities and demands. The office also administers scholarships, grants-in-aid and student loans.

The Health Service provides a well equipped infirmary and liaison with the Monmouth Hospital. The service is staffed by physicians and nurses and is available for minor illnesses as well as emergency treatment. Important to the Health Service Program is the student insurance plan which provides year-around protection on and off campus.

The Deans of Women and Men administer the college's program of housing services, including supervision of student residences. The College Chaplain serves in a counseling role to numerous students, organizes field trips and administers the chapel and convocation programs. The functions of all student personnel services come under the Dean of Students, whose work also includes counseling in college adjustment, study methods, educational and vocational choice.

The Campus

Monmouth's campus is located in a residential section of the city of Monmouth. Some 35 buildings are centered around Wallace Hall, the main classroom building. The campus is designed to take advantage of Monmouth's residential character. Buildings are arranged so that the student can reach any other campus building in a five-minute walk. The campus is a 10-minute walk from the local theater, shopping center and public library.

The three men's residence halls are located along the west edge of the campus and the four women's residence halls line the east side, with the Student Center and academic buildings grouped in the central area. The athletic field and stadium occupy the north end of the campus, with intramural playing fields and tennis courts nearby. The present football field will be relocated on a nearby 15½ acre tract when Monmouth begins work on its new Library and Science Center.

Also located on campus, are the chapter houses of five national fraternities. Three of the fraternities are housed in the newly opened fraternity complex. There are also three senior women's honor houses and Marshall Hall, where sorority chapter rooms are located.

Quinby House, home of the president and his family, is at the northwest corner of the campus.

Monmouth's physical plant is continually being expanded and improved to meet the needs of the academic programming in the challenging world.

The Science Center and Library projects are the newest phase of the campus building program. Monmouth's newer buildings combine modern living comfort with a stateliness of the existing campus. The three new residence halls are designed without corridors and feature cluster groups of rooms which eliminate an institutional arrangement common to most campus housing. The series of small lounges in the new halls provide facilities for small group discussions, a valuable part of Monmouth's program of education outside the classroom.

Residence Halls

Student residence halls: Fulton Hall, housing 120 men, was built in 1951; Graham Hall, 110 men, 1960; Gibson Hall, 188 men, 1965; the Fraternity Complex, 120 men, 1966; James Harper Grier Hall, 100 women, 1940; T. H. McMichael Hall, 195 women, 1915; Alice B. Winbigler Hall, 100 women, 1946; John Scott and Eva Hanna Cleland Hall, 119 women, 1966. Other student residence buildings are the honor houses for senior women adjacent to the campus and two fraternity chapter houses. The honor houses have about 12 coeds each and the fraternity houses have room for about 30 students each.

Academic Building

Academic buildings center around Wallace Hall, a Monmouth landmark. Wallace Hall was erected in 1909 and contains 22 classrooms, faculty offices, faculty and student lounges, a language laboratory and audio-visual room and study carrels. J. B. McMichael Hall contains lecture rooms and laboratories for biology, botany, chemistry, geology, physics, faculty offices and science library rooms.

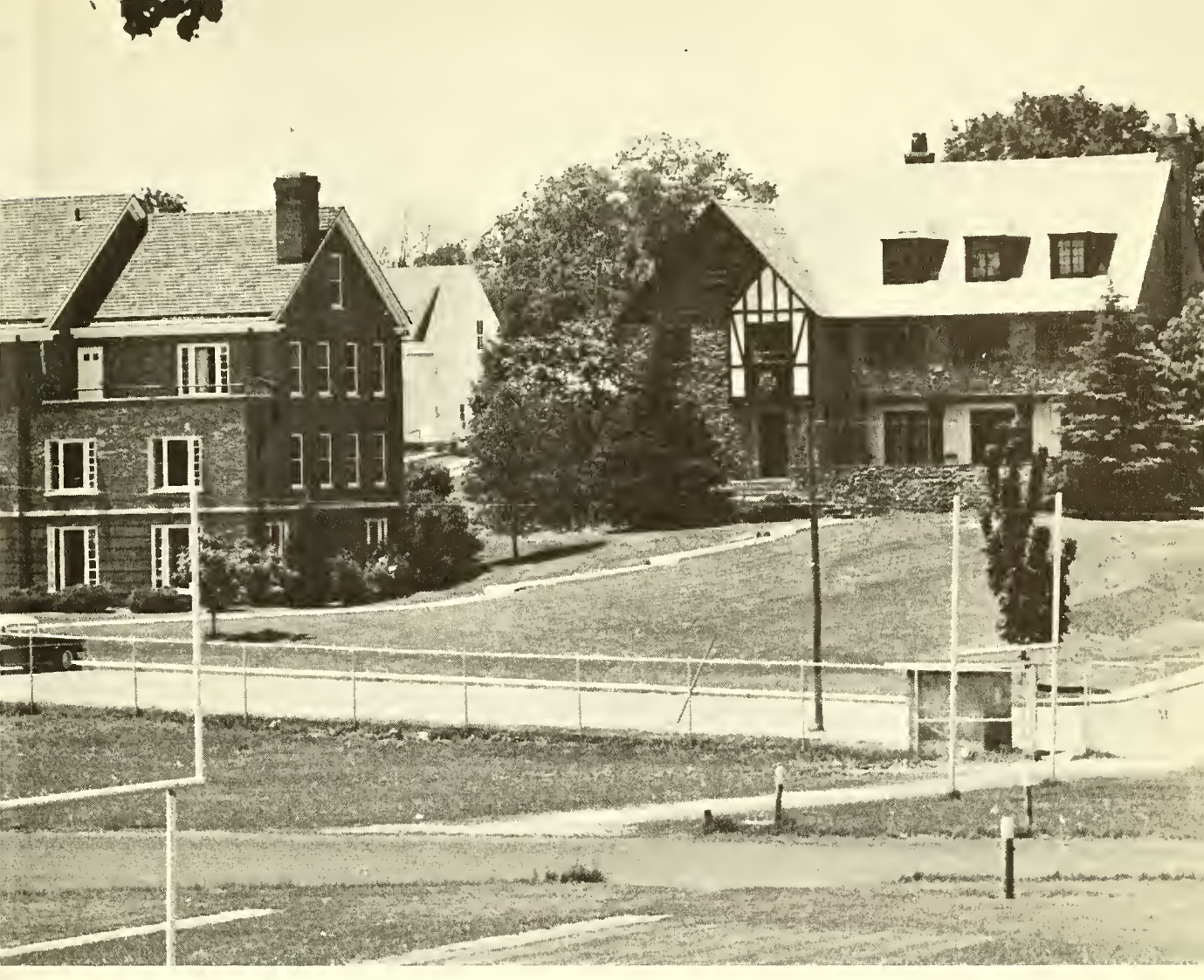
The College Auditorium houses all major lectures, convocations and music and religious events. It seats 750. Housed in the auditorium are the Chaplain's office and a large rehearsal room. Austin Hall, home of the music department, contains several practice rooms, classrooms, record and music libraries and faculty offices. The College Art Department has quarters on the east side of the campus. The Art Center contains classrooms, slide viewing rooms, an art library and gallery, studios, a print-making studio and faculty offices.

The Little Theater is the home of the college drama program. It seats about 250, an ideal size for college theater in that it provides a three-day run for most major productions and still is small enough to use for studio productions. The Teacher-Preparation Center houses several thousand volumes for student teachers as well as teaching materials, seminar rooms, faculty offices and headquarters for the college's student teaching program.

The Library

Monmouth's library was ranked first among Illinois coeducational liberal arts colleges in the addition of volumes to its collection in 1962-63. In the past 13 years, Monmouth's library holdings have increased from 62,600 volumes in 1952 to nearly 100,000 volumes.

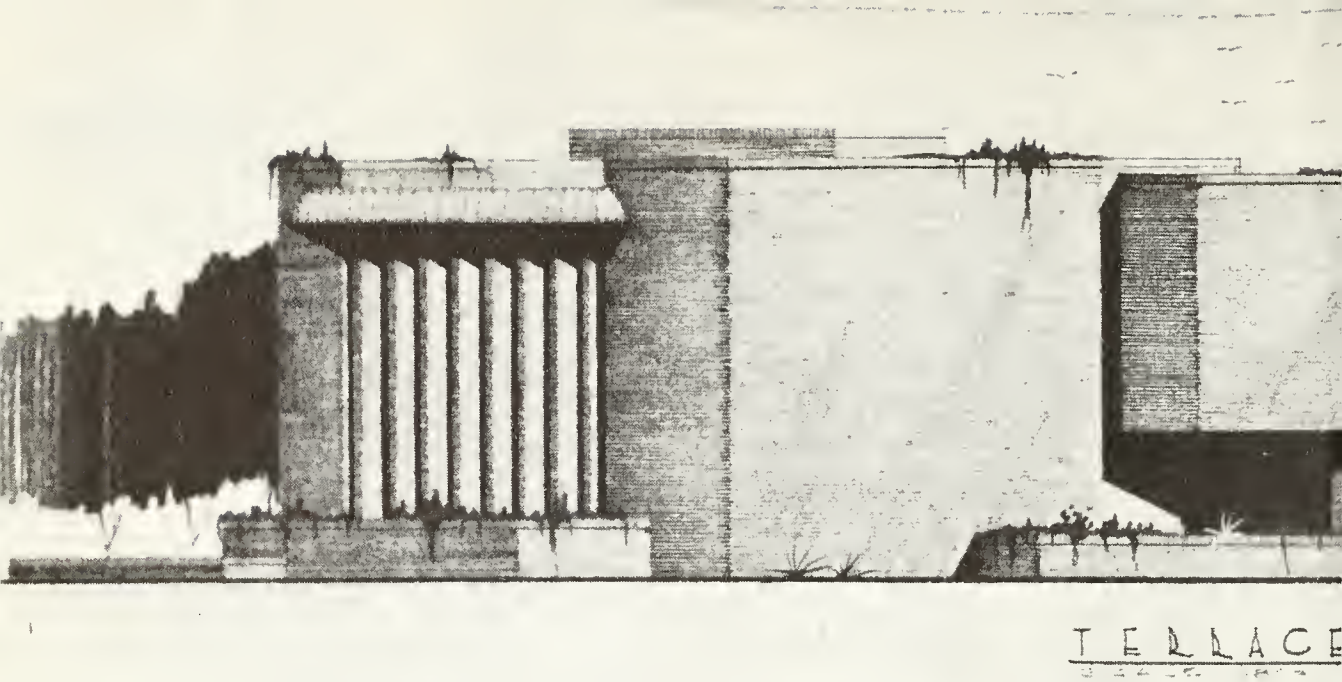
The library's collection has been chosen to suit the needs of an undergraduate liberal arts program. Approximately 6,000 volumes are selected each year by faculty members and the library staff to provide for new



courses, to make recently published works of importance available and to enrich the collection. More than 700 American and foreign periodicals are currently received, and the library is a selective depository for government documents. Other materials include phono-records, microfilm and pamphlets. The library receives selected periodicals, manuscripts, and books from the Middle East under federal regulation.

The library also services the private collection of Commander and Mrs. G. E. Boone of Monmouth, which has been made available to the college's East Asian Studies program. The collection of oriental art and literature contains items from early to modern from China, Japan, Korea, Tibet, and parts of Southeast Asia. The artifacts are certified as to age, type, structure and workmanship, and illustrate manners and customs as well as arts and crafts over several periods of history. The collection has been rated as "one of the very best and most useful teaching collections in the country."

The library is open 94 hours a week. Professional instruction and assistance is available at all times. Through a cooperative program with the Warren County Public Library in Monmouth, the more than 50,000 volumes in its building on the City Square are available to Monmouth students without charge.

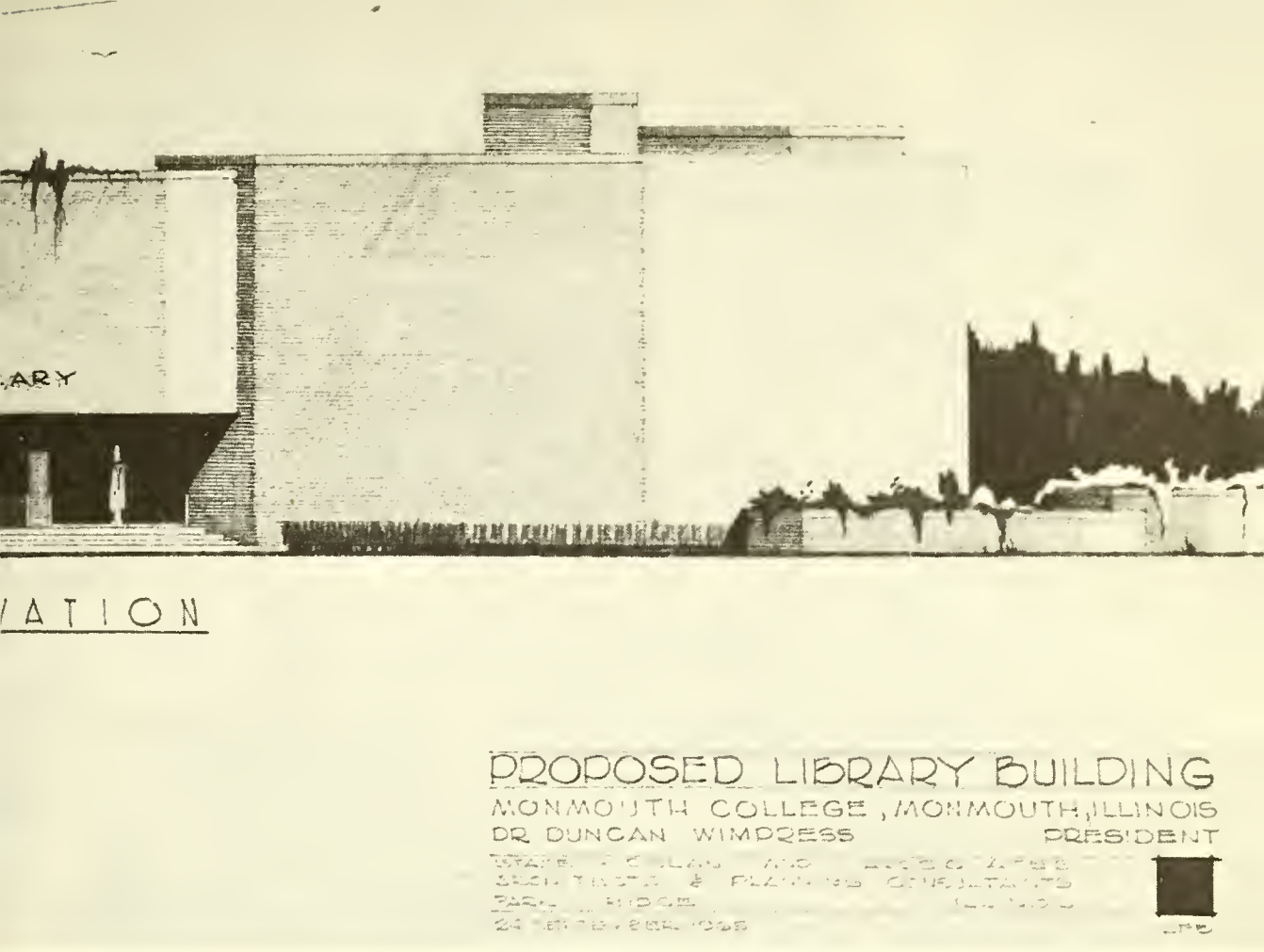


Athletic Facilities

The college gymnasium, completed in 1925, is the central building for Monmouth's diversified athletic and physical education program. Waid Gymnasium includes a basketball floor, swimming pool, cinder track, firing range, handball courts, locker-room and shower facilities, faculty offices, classrooms, and exercise room. Dressing rooms and training rooms for the football and wrestling teams are located in a building on the east side of the campus. Adjacent to the gymnasium is the 10-acre athletic field with facilities for baseball, football, track, archery, tennis, and intramural sports.

Quinby House

Quinby House, an historic landmark that has been the home of the Ivory Quinby family for three generations, is the official residence of the College President. The stately two-story structure was given to the college in the summer of 1965. The present Ivory Quinby and his father and grandfather, each of whom bore the same name, have represented the family on the college board almost continuously since Monmouth was founded in 1853.



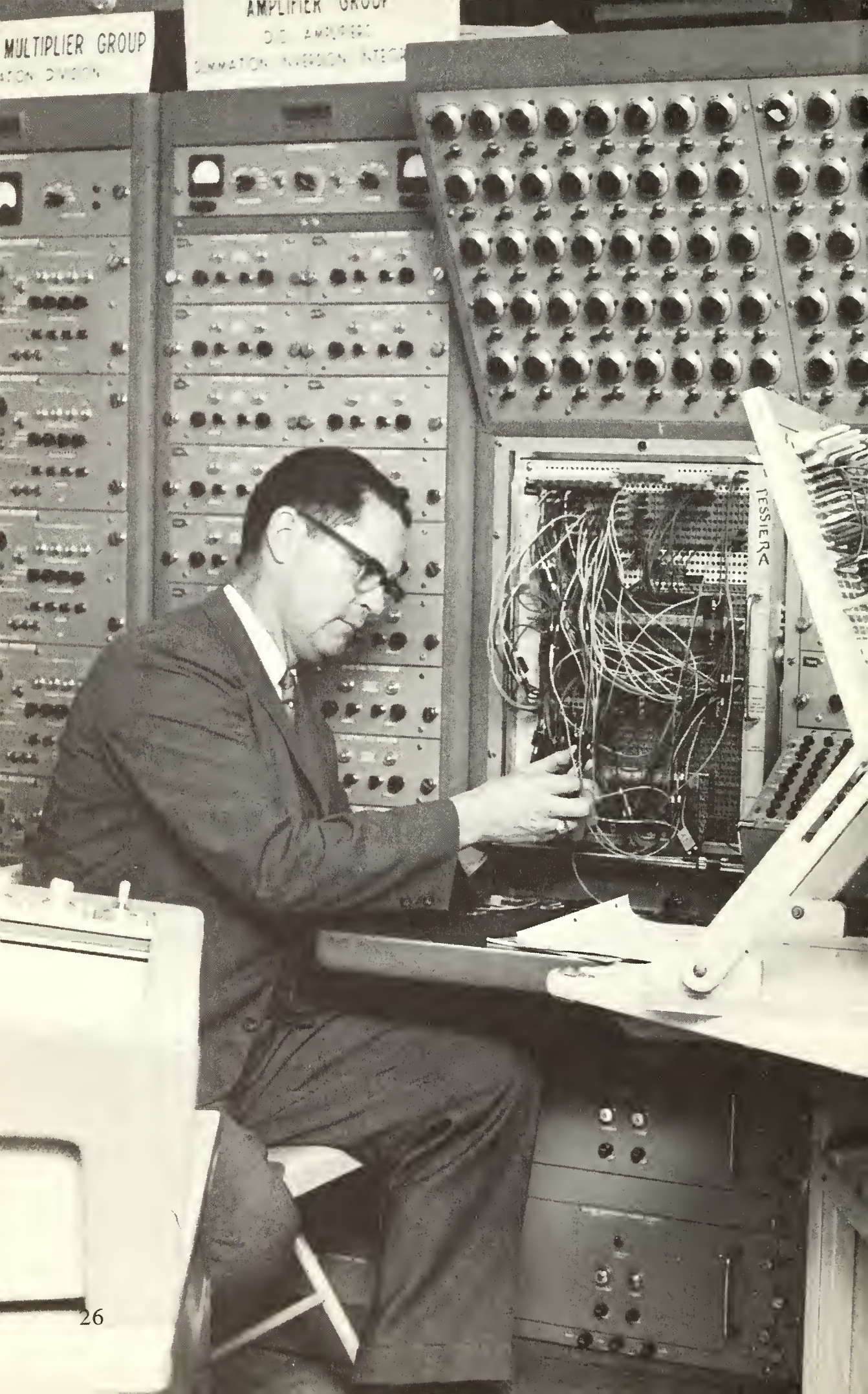
The leadership of three generations of the Quinby family in the affairs of the college has been commemorated by naming the presidential residence "Quinby House."

Student Center

The Student Center houses the college bookstore, dining hall, post office, music and game rooms, bowling alleys, private dining rooms, conference rooms, radio station, snack bar, student lounges, ballroom, campus switchboard, music room, television room and student government offices. The food service at the center serves more than one-half million meals per year, including dinners for about 5,000 campus guests.

Student Center programs include a foreign films series, photography contest, talent exchange with other colleges, jazz concerts, first aid and dancing lessons, chess, checkers, bridge and billiards tournaments, open houses and formal dances, ice skating, bowling, cultural and educational exhibits, guides for campus guests, bicycle rental, the annual Scotolympics and the fall Powder Puff football game between coed teams.

More than 80 students serve on the committee which operate the center and a 12-member student board of directors serves as an advisory group for program activities, services and long-range planning. The Student Center is located in the heart of the campus and was built in 1963.


MULTIPLIER GROUP
AMPLIFIER GROUP
TESSIER

Special Study Programs And Pre-Professional Preparation

Special Study Programs

Monmouth College offers special study programs for students interested in exploring a field or a topic in depth. These programs enrich and broaden the campus atmosphere. The programs, involving off-campus study, are offered in a variety of academic fields — from Asian Studies to zoology — and are conducted in geographic areas ranging from Japan, Central America and Liberia to Washington, D.C., and the Quetico-Superior wilderness in Minnesota. Most carry full college credit.

ARGONNE NATIONAL LABORATORY PROGRAM

Selected students and faculty members in biology, chemistry, mathematics and physics perform special study and research each semester under a cooperative program with Argonne National Laboratory. Argonne, located 25 miles southwest of Chicago, is one of the world's foremost centers for research in the peaceful uses of atomic energy. In campus-like surroundings, more than 1,200 scientists work in 15 major laboratories.

Students serve as paid research assistants and participate in seminars in their major fields and an interdisciplinary seminar directed by faculty members from the Associated Colleges of the Midwest. The program, established by Monmouth and the nine other Associated Colleges of the Midwest, is directed by faculty members from the ACM colleges and has been adapted to the three-term, three-course curriculum.

CENTRAL AMERICAN FIELD STUDIES

Central America offers a unique opportunity to study a variety of tropical environments within a limited geographical area. In this program sponsored by Monmouth and other ACM colleges, students of biology, geology, geography, anthropology, sociology and economics spend six months to a year studying man's adaptation to the tropics. Central American universities cooperate in the program, which emphasizes field

studies and seminar reports. Headquarters for the program are in San Jose, Costa Rica.

CRITICAL LANGUAGES

Through this program, students at Monmouth and 31 other selected colleges and universities may attend Princeton University for instruction in Arabic, Chinese, Japanese, Persian, Russian and Turkish languages and related regional studies in the social sciences and humanities. Undergraduates are admitted to Princeton at the end of their sophomore year for one or two years of instruction and normally will return to Monmouth as seniors to complete their undergraduate education.

CUTTINGTON COLLEGE

Cuttington College is a small liberal arts college about 150 miles from the coast in the central province of Liberia, West Africa. A private institution, it is the only example of an American-type liberal arts college in Africa south of the Sahara. The student body includes students from many African countries.

The associated Colleges of the Midwest has organized a program with Cuttington College which provides research and teaching opportunities for faculty members and graduates of Monmouth and other ACM colleges. Purpose of the program is to contribute to higher education in Africa and promote African studies in the ACM colleges.

EAST ASIAN STUDIES

The Monmouth College Senate authorized the establishment of this distinctive non-Western studies program in the fall of 1963. The program is inter-disciplinary, designed to enrich the entire college curriculum and broaden the range of non-Western studies available to all students. It also will be of value to the student planning a career in business, foreign missions or government service. Four Asian professors and several other speakers will visit the campus this year under the sponsorship of East Asian Studies.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the college by its owners, Commander and Mrs. G. E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1,000 art objects.

ARMY RESERVE OFFICERS' TRAINING CORPS

In cooperation with Knox College (Galesburg, Ill.) and the Department of the Army, Monmouth College offers an opportunity for men students to participate in the Reserve Officers' Training Corps program and qualify for a commission as a second lieutenant while earning a degree. The courses are on the Knox College campus. The program covers the junior and senior years. Students enrolled in the military science courses receive academic credit and are paid a monthly allow-

ance by the Army. Students apply for admission during their sophomore year.

If qualified, the students are invited to attend a six-week basic camp during the following summer. Upon appointment as a second lieutenant in the U.S. Army following successful completion of the ROTC course, there is a contractual obligation to serve on active duty for two years.

ENGINEERING BINARY PROGRAMS

Monmouth College is one of a group of well-known liberal arts colleges affiliated with New York University and Case Institute of Technology in a joint five-year program of engineering education. The plan calls for a three-year program of liberal arts study at Monmouth followed by two years of engineering work at Case or New York University. On completion of the five-year program, the student will receive degrees from Monmouth and the engineering school. Similar arrangements can be made with Illinois Institute of Technology and the University of Illinois.

EXPERIMENT IN INTERNATIONAL LIVING

Independent study in Europe is available under a program sponsored jointly by Monmouth College and the Experiment in International Living, a non-profit, non-sectarian organization which places students as guest members of families in foreign countries. Under this program, students may receive academic credit for independent study and travel by special arrangement. A faculty committee coordinates the program on the Monmouth campus.

FIELD COURSE IN INTRODUCTORY GEOLOGY

The course is designed for freshmen men and women in either the summer before or the summer after their freshman year at Monmouth and other participating ACM colleges.

The course, which is taught on the campus of Montana State University, will cover the material of a one-year course in physical and historical geology in eight weeks of concentrated work during the summer. It will include extensive field study in the Northern Rockies.

HIGH SCHOOL SENIORS' HONORS PROGRAM

Now in its third year, a cooperative experimental program with Monmouth high school permits a limited number of highly qualified high school seniors to take a course for college credit.

JUNIOR YEAR ABROAD

Monmouth College participates in a variety of programs offering foreign study during the junior year. The Junior Year Abroad program of the United Presbyterian Church provides for study in any of a dozen countries around the world. Several Monmouth students participate in this program yearly. The Modern Foreign Language Department has an exchange agreement with the University of the Americas in Mexico

City and Universite Lavel, Quebec, which offers full-tuition stipends for one term. Other programs with a variety of foreign study centers can be arranged through the faculty foreign study committee.

MASTER OF ARTS IN TEACHING

Monmouth College, in cooperation with the University of Chicago, offers a program in teacher education under which the prospective teacher can earn both the bachelor's and Master of Arts degree in five years. The program gives the student a strong background in the liberal arts, a thorough grasp of subject matter in his teaching field and skill in teaching. Fellowships for the fifth year of the program at the University of Chicago are available under a Ford Foundation grant.

NEWBERRY HUMANITIES SEMINAR

The Newberry Library in Chicago is one of the nation's leading research libraries in the humanities. It has outstanding collections in history and literature. Students from Monmouth and other ACM schools who are interested in careers in college teaching have an opportunity to participate in the Newberry Library Seminar in the Humanities.

The seminar brings together outstanding university scholars, ACM faculty members, university graduate students and ACM undergraduates. Monmouth students in the program spend a term at the library in independent study projects approved by the college and join other scholars at the library in a program of lectures and seminars.

SUMMER INSTITUTES ABROAD

Monmouth College joined with Florida Presbyterian College last summer in a Summer Institutes Abroad program to expand the development of study-travel experience outside this country. Among the institutes offered are the Near East, China, Japan, India, Africa, Latin America and the Caribbean, as well as to European countries. The program combines lecture, seminar and tutorial work.

URBAN SEMESTER

The Urban Semester program provides an unusual opportunity for students planning careers as teachers in metropolitan areas. Sponsored by the Chicago Public Schools and the Associated Colleges of the Midwest, the sixteen week program offers student teaching experience in Chicago public schools. Simultaneously, students participate in seminars in urban education and urban sociology. Students and ACM faculty members appointed to the program live together in a "house" system. Forty students are chosen annually from the ten ACM member colleges.

WASHINGTON SEMESTER

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C., designed to bring superior students into contact with

source materials and government institutions at the nation's capital.

In addition to regular study and a research project, students participate in the Washington Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program runs from January to June.

WASHINGTON HOUSE

In this program, initiated in 1967, approximately 15 students spend a term studying in Washington, D.C. Each student takes three courses, including an independent study course directed by a faculty member of Monmouth College. During 1967, the courses were Government in Action taught by Dr. Daniel Berman, professor of government at American University, and Art and Architecture in Washington taught by Erwin Christensen, retired art curator of the National Gallery in Washington, D.C. The program takes advantage of the Washington setting for field trips, directed observation and library research.

WILDERNESS FIELD STATION

This five-week, full-credit summer course in the Quetico-Superior wilderness area of Northern Minnesota is open to outstanding biology and geology students. Situated near the Wilderness Research Center, the field station uses the resources of the center and emphasizes field studies and individual projects. Four faculty members from the Associated Colleges of the Midwest conduct the course. The program, sponsored by Monmouth and the other ACM colleges, is open to 20 students annually.

Pre-Professional Preparation

It is generally conceded that a liberal arts education provides the best foundation for professional and graduate study. The Monmouth program allows the student to concentrate in a field closely related to his interest and offers him an opportunity to secure a broad, general education.

Most graduate and professional schools now discourage heavy undergraduate specialization and emphasize the values of a broadly based liberal arts education as a preparation for advanced study. A student who enters Monmouth with a well-defined career interest is referred to a faculty-member specially qualified to advise students in this field. The following comments will be helpful to students who plan careers which require advanced study.

DENTISTRY

See Medicine below.

ENGINEERING

See Mathematics Department under Courses of Instruction.

JOURNALISM

After receiving a B.A. degree, students usually can obtain an M.A. in journalism after one year in a professional school. Most newspaper and magazine editors prefer to employ beginners with experience on college publications and a broad liberal arts background. Students interested in journalism careers usually concentrate in English, social sciences or psychology. The weekly campus newspaper, the *Oracle*; the literary magazine, the *Piper*; the yearbook, the *Ravelings,* and the campus radio station, WFS, offer ample opportunity for students to gain practical experience.

LAW

The major field for a student planning to enter law school is immaterial. In accordance with a statement of policy from the Association of American Law Schools, pre-legal education at Monmouth is "education for comprehension and expression in words, for critical understanding of human institutions and values, and for creative power in thinking . . . The development of these fundamental capacities is not the monopoly of any one subject-matter area, department of division."

Social sciences, Latin, philosophy and psychology are recommended for inclusion in the student's undergraduate work. The College pre-law club meets regularly to hear representatives from law schools and discuss current trends in the field.

LIBRARY SCIENCE

After receiving the B.A. degree, students may qualify for a library degree with one year of training in a professional school. Business and industry have opened new fields in specialized library work for students with scientific training. There are opportunities for students with an interest in library science to work in the college library.

MEDICINE

Although most students who plan to enter the fields of medicine or

dentistry major in biology or chemistry, a major in any field is acceptable to most medical and dental schools provided that certain basic science courses are included. While specific requirements for each medical and dental school vary, the following breakdown of courses would generally meet the admission requirements: biology courses covering general zoology, embryology and vertebrate anatomy; chemistry courses covering inorganic chemistry, organic chemistry and analytical chemistry; physics courses covering general physics. In order to handle the mathematical concepts inherent in modern science a strong background in mathematics is recommended. Medical and dental schools also are insiting on better preparation in the humanities and social sciences. Graduation requirements for the A.B. degree from Monmouth fit these needs.

Biology majors fulfilling the requirements at Monmouth meet the admission requirements for most medical and dental schools automatically. Chemistry majors need to be sure that they get the necessary biology courses, in addition to the courses required for the chemistry major. The program of study for each student is planned in consultation with a faculty member and takes into account the requirements of the medical or dental school to which the student expects to apply.

MEDICAL TECHNOLOGY

Under a program similar to that for medicine and dentistry, students may major in any field providing certain basic course requirements are met. Generally, an A.B. degree with a major in biology or chemistry is taken. A fifth year at a professional school and successful completion of the registry examination will lead to the certificate in medical technology.

MINISTRY

The American Association of Theological Schools recommends a broad liberal arts background as the best preparation for the modern ministry. Concentration in philosophy, religion, history, English, sociology or psychology is acceptable and some knowledge of Greek is a valuable asset. Monmouth's program for training of church education assistants is approved by the United Presbyterian Church Joint Committee of Nine.

The committee notes that the program "has value for students of other communions who are preparing for service in the field of Christian education." The program includes general liberal arts requirements in humanities, social sciences, physical sciences and mathematics and 14 term courses in education, psychology, religion and music.

TEACHING

Approximately one-third of Monmouth's graduates enter careers as elementary school, high school or college teachers. See Education Department under Courses of Instruction.

The Academic Program

Monmouth College uses its resources to develop and maintain an undergraduate program of the highest possible quality for a student body of about 1,300. The curriculum, structured around the three-term, three-course program, is designed to expose the student to the main areas of human knowledge and experience.

Advanced instruction is highly individualized. Most, if not all, of a student's advanced work is in small classes, seminars and independent study. A primary concern of the college is to offer each student who develops a serious and mature interest the opportunity to proceed as far as he is capable in the field of his choice.

The work of the college is not organized primarily to produce graduate school candidates, yet an important result of the college program has been the outstanding national record in the production of students who have distinguished themselves at the graduate level.

The three-term, three-course curriculum, adopted in the fall of 1962, has given new depth to the educational program. "Three-Three" divides the academic year into three 11-week terms rather than two 15-week semesters. Terms end at the natural dividing points of Christmas and the months of March (spring vacation) and June. A student normally takes only three courses per term, or a maximum of 11 a year. Thirty-six term courses are required for graduation.

Under this program, seminars, independent study and other individualized courses are emphasized. Advanced placement, credit by examination and a comprehensive reading program are features of the curriculum.

Requirements For Graduation

Monmouth offers the Bachelor of Arts degree. Requirements are designed to encourage each student to explore the major areas of the liberal arts and take a more intensive study in his field of concentration. Beyond this, he selects courses that serve his personal goals and interests.

A student qualifies for the A.B. by earning a grade-point average of

2.0 (C) or better in a total of 36 term courses; by taking 14 term courses in specified divisions; by completing satisfactory work in physical education; by receiving a passing grade in the senior comprehensive examination, and by completing the requirements of the independent reading program.

Each student must select a field of concentration with either a departmental major or a topical major. The senior year must be spent in residence at Monmouth, and each student must pass a swimming test or receive credit for a swimming course.

DISTRIBUTION REQUIREMENTS

Distribution requirements help a student acquire a broad liberal arts education and discover his aptitudes and interests. Through these requirements — usually fulfilled during the first two years — the student becomes familiar with the experimental method, the method of empirical generalization, language and the method of formal analysis. A student may satisfy any of the distribution requirements by passing an examination covering the work in the required courses.

For a transfer student, special arrangements may be made regarding the date at which the requirement of the first two years may be completed. Usually this is during the transfer student's first year at Monmouth.

No course, except a second-year foreign language course, may be used to satisfy both distribution and concentration requirements.

THE REQUIREMENTS:

HUMANITIES: NINE TERM COURSES

Art, Music or Theater Arts (Speech): one term course
English: two term courses
English (literature), History or Philosophy: two term courses from separate fields
Foreign Language: two term courses beyond 101 and 102
Religion or Bible: one term course
Speech: one term course

SOCIAL SCIENCES: TWO TERM COURSES

Economics, Government, Psychology or Sociology: two term courses in separate fields

NATURAL SCIENCES AND MATHEMATICS: THREE TERM COURSES

Biology, Chemistry, Geology, Physics or Mathematics: three term courses, including a sequence of two term courses in a laboratory science.

PHYSICAL EDUCATION

Freshmen and sophomores are required to complete satisfactory work in physical education unless excused by the director of the college health service for medical reasons. A proficiency rating for each term course will be given.

FIELD OF CONCENTRATION

A field of concentration consists of a departmental major and related courses or a topical major. Students must earn a grade-point average of 2.0 (C) or better in all courses in the field of concentration.

DEPARTMENTAL MAJOR

A departmental major consists of at least seven term courses in the major department and at least five term courses in related fields chosen from those specified by the major department. Work in the field of concentration during the junior and senior years will include some form of individualized study.

TOPICAL MAJOR

A topical major consists of at least 12 term courses chosen from different departments as a group of studies linked together by a special theme or field of interest. The program for the topical major must be approved by the curriculum committee and will be under the direction of an adviser appointed by that committee.

Work in the field of concentration during the junior and senior years shall include some form of individualized study.

SENIOR COMPREHENSIVE EXAMINATION

Each candidate for the Bachelor of Arts degree must pass a comprehensive examination in his field of concentration or prepare a senior thesis. Students in special programs approved by the faculty, such as engineering, may be excepted.

The senior comprehensive examination includes a Graduate Record Examination and written essay. An oral examination may be added at the discretion of the student's major department. In fields where no Graduate Record Examination exists, the requirement is waived. The written essay examination will last at least four hours and will include questions which require a comprehensive grasp of the problems of the field.

The oral examination will be conducted by a committee composed of at least one faculty representative from the candidate's major field and one from his related field. The representative or representatives from the major field will be chosen by the department chairman and the representative from the related field will be chosen by the candidate. No more than three candidates will be examined at one time.

The written essay examination and oral examination must be taken during the last two terms of the candidates's residence as a regular student. The examination, judged as a whole, will be graded Honor, Pass or Fail. A grade of Pass is required for graduation; a grade of Honor is required for honors at graduation. A candidate who fails the examination may apply for one re-examination to be taken three months to one year after the original examination. A second failure is final.

SENIOR THESIS

In lieu of the written essay examination or oral examination, a senior thesis in the major field may be prepared at the discretion of the department. The thesis is open only to candidates who have performed superior work in their major field. The option does not preclude an oral examination over the thesis and related topics. A senior thesis and the Graduate Record examination may constitute the student's senior comprehensive examination and will be graded Honor, Pass or Fail.

INDEPENDENT READING PROGRAMS

Each student is required to pursue a program of independent reading during his years at Monmouth. The reading program is divided into two parts: a general reading program which covers the freshman year and a comprehensive reading program which covers the sophomore, junior and senior years.

The general reading program is designed to give freshmen a lively acquaintance with broadly selected writings of significance to an educated person and his world. It also introduces the student to fields of study which he might not otherwise investigate.

The general reading program is administered by a faculty committee which draws on suggestions from the entire faculty to compile a list of books. Freshmen and transfer students must read three selected volumes. One is to be read during the summer prior to the student's arrival on campus; the second will be read during the first term, and the third will be read during the second term. A written examination will be administered on the first day of the first term for the summer book. There will be several optional discussions of the second and third books. Students will be examined on these books at the beginning of the second and third terms. Satisfactory performance in the general reading program is required for sophomore standing.

The comprehensive reading is administered by the student's major department. It includes selected writings related to the student's field of concentration, giving the student a first-hand knowledge of selected works in his field and adding a deeper dimension to his studies. Material covering the comprehensive reading program is included in the senior comprehensive examination.

CONVOCATIONS

The college has initiated a cluster convocation concept which brings diverse speakers to the campus for a spectrum presentation of a general theme. Usually two-day programs, clusters consist of two major lectures, classroom visitation by the guests and a final symposium featuring the guests and faculty members.

Throughout the year, programs of wide variety focus on the breadth of liberal arts interests and concerns. Attendance is voluntary.

SEMINARS AND INDIVIDUAL STUDY

Monmouth requires individualized study by each student during the junior or senior years to enable him to demonstrate his intellectual capacity and fulfill his academic potential. Individual study can be either individual work under faculty supervision or off-campus and foreign study of an independent or semi-independent nature. The essential element is that the focus is on the individual. Each academic department has a departmental seminar program in the major field for the junior and senior years.

Academic Regulations

ATTENDANCE

Responsibility for class attendance is placed upon the individual student, except as limited by these regulations:

1. Courses of study are planned and organized upon the assumption that the student will be in regular attendance. The student is responsible for all work covered in the course, including lectures, class discussions, assignments of any kind and all examinations. However, students need not make application to have absences excused and need not make any explanation of class absences.
2. Freshmen will be permitted no voluntary absences during the first term. During the second and third term, this will apply only to freshmen who failed to earn a grade-point average of at least 2.0. All unexcused absences for freshmen who are not permitted to have voluntary absences must be explained to the personnel dean concerned no later than 24 hours after the student returns to class.
3. Attendance is required at the last meeting of a class before, and at the first meeting of a class after a college vacation. Students with unexcused class absences on these days will be charged a $10 fee for each class missed. Absences are excused for illness and emergencies only. All excuses must be approved by the Dean of Students.
4. A student whose record in a course is suffering because of frequent absences may be required by his instructor or the Dean of the College to give up the privileges of these regulations and, during the remainder of the term, explain all absences. This action may be taken at any time during a term.

REGISTRATION

During the seventh week of each term, currently enrolled students will register for the following term. New students will register during Orientation Week preceding fall term. Courses are selected in consultation with the student's faculty adviser.

All changes in registration require written permission of the course instructor and the student's adviser. A fee of $10 is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. No student may drop a course

after the fifth week of classes except for illness or other circumstances beyond the student's control.

Normally, students will register for three full courses each term. A full term course normally meets four times weekly for 50-minute periods, exclusive of laboratory sessions. All courses are regarded as term courses with the exception of fractional courses in studio art, applied music and dramatics.

Students may register for 10 courses during the regular academic year with the approval of their academic adviser. In this case, students are permitted to register for a fourth full course during one term of the academic year if no fractional courses are taken during that term and if a 3.0 (B) or better grade average has been achieved in each of the two preceding terms.

Students who achieve a 3.0 (B) or better grade average during the preceding two terms may register for more than 10 courses during an academic year with the permission of the Dean of the College and their academic adviser. In no case is a student permitted to register for more than four courses in any term or more than 11 courses, including fractional courses, during the year. Additional tuition is charged for courses in excess of 10 during any academic year.

GRADES

Academic work is graded as follows:

A
B
C+
C
D-
F Failure
I Incomplete (Grade Deferred)
In Progress
W Withdrawn Passing
WF Withdrawn Failing

The I (Incomplete) grade signifies that work in the course is incomplete due to illness or circumstances beyond the control of the student or that the instructor feels further evaluation is need to determine the grade. Unless the I is removed by the seventh week of the next term, the grade automatically becomes an F (Failure).

In seminars and other independent study courses where the work of the course cannot be completed in one term, the grade In Progress is given. The grade is not used in calculating the grade-point average.

The appropriate letter grade will be given on completion of the work, which will be not later than the end of the next term.

The W grade is given when the student withdraws from a course: (1) during the first two weeks, or (2) during the third, fourth, or fifth week if he is passing at the time. In order to withdraw from a course after the second week, a student must have the approval of the instructor,

his adviser, and the Dean of the College. A student cannot withdraw from a course after the fifth week of classes except for illness or circumstances beyond his control.

The WF grade is given when a student withdraws from a course during the third, fourth or fifth week and is failing at the time of withdrawal.

If, after the fifth week of a term, a student is dismissed or withdraws from Monmouth College, he may be assigned grades of W or WF with the approval of the instructor, his adviser, and the Dean of the College. Otherwise the F grade will be given.

A student who is suspended for disciplinary reasons is considered to be an enrolled student and will be given a grade of F in cases where the work of the course has not been completed prior to the suspension. No refunds apply in such cases. Transcripts issued after the suspension period has been completed will make no reference to the penalty. Suspension will be for at least the remainder of the acadmic term in which the action was taken.

Grade-Point Average

All students in a class are ranked according to their work. Each teacher determines the rank of his own students in his own way. The following grades are used:

A = 4 grade-points per term course
B = 3 grade-points per term course
C+ = 2.5 grade-points per term course
C = 2 grade-points per term course
D = 1 grade-point per term course

The term "average" is determined by dividing the total grade-points earned during the term by the number of term courses taken. The cumulative average is the total of all grade-points earned, divided by the total number of term courses taken.

ACADEMIC PROBATION

A student is placed on academic probation for the following term if: (1) he fails to make a grade point average of at least 1.6, or (2) his cumulative grade point average falls below 1.6; if he has completed not more than six courses, 1.8 if he has completed more than six but not more than 19 courses, 2.0 if he has completed more than 19 courses. The cumulative grade point is based on all credit courses taken at Monmouth College.

A student who is on probation for the first time and fails to remove himself from probation at the end of that term may be required to withdraw from the college for at least one term. The Dean of the College, in consultation with the scholarship and admissions committee, determines whether or not withdrawal will be required.

A student who has been placed on probation a second time and fails

to achieve at least a 2.0 grade point average in the following term will be requested to withdraw from the college for one academic year.

CLASSIFICATION

Students are classified on the basis of the progress they make toward course credits for graduation. A student who has nine term courses of college credit and a grade-point average of 1.8 is classified as a sophomore; 18 term courses and a grade-point average of 2.0, a junior; 27 term courses and a grade-point average of 2.0, a senior.

DEGREES

Candidates for the Bachelor of Arts degree must make a formal application to the registrar one year in advance of their expected graduation. The course work may be completed at the close of any term, but the formal Commencement convocation will be held in June. The senior year must be spent in residence at Monmouth College.

HONORS AT GRADUATION

Honors at graduation are either *summa cum laude, magna cum laude* or *cum laude.* The student is ranked upon his own merit, not upon comparative standing. To be eligible for honors at graduation a student must have been in residence at least six terms and have achieved a grade of Honor in the comprehensive examination. To be eligible for honors *summa cum laude* the grade-point for the work taken in residence must be 3.9 or higher. To be eligible for honors *magna cum laude,* the grade-point average for the work taken in residence must be 3.75 or higher. to be eligible for honors *cum laude,* the grade-point average for the work taken in residence must be 3.5 or higher.

CREDIT BY EXAMINATION

Students may secure course credit by passing an examination administered by the department concerned and sufficiently comprehensive to prove mastery of the course. Such credit may not be used to void necessary admission units. Prior approval to take such an examination must be secured from the instructor administering the examination, the department head, the student's adviser, and the Dean of the College. The fee for this special examination is $25.

OTHER REGULATIONS

The college expects its students to conduct themselves as responsible members of an academic community. Those who persistently refuse to respect the regulations of the institution will not be permitted to remain. Monmouth College opposes drinking, gambling and hazing in all forms. The use or possession of alcoholic beverages on the campus is not permitted by the college.

Complete rules governing registration, attendance, conduct, probation and the use of automobiles are published in *Scots Guide,* a manual for new students which is distributed at the beginning of the college year.

Suggested Curricula

To give entering freshmen an idea of a typical program during their first two years, the following series of suggested curricula is presented. The programs are listed alphabetically by department and represent a suggested series of courses prepared by faculty members in the department. Where these programs vary because of a different career goal (the ministry vs. Christian education, for example), separate sets of courses are listed under the same department.

The following suggested curricula represent recommendations rather than strict requirements. A student's program is planned with the advice of a faculty adviser in his field of concentration, tailored to meet the individual requirements.

Suggested Curricula for Freshmen and Sophomore Years

ART

FRESHMAN YEAR

1st Term
English or Speech
Language
Art 101

2nd Term
English or Speech
Language
Art 102
Art 151*

3rd Term
English or Speech
Language
Psychology
Art 152*

**½ course credit.*

SOPHOMORE YEAR

1st Term
Laboratory Science
Language
Design

2nd Term
Laboratory Science
Education 201 or Social Science Elective
Humanities Elective
Art 251*

3rd Term
Math or Science
Education 202 or Social Science Elective
Humanities Elective
Art 252*

BIBLE AND RELIGION

FRESHMAN YEAR—Ministry and Christian Education

1st Term
English 101
Language or Latin
Speech 101
Art, Music, or Theater*

2nd Term
English 102
Language or Latin
Literature, History, or Philosophy
Art, Music, or Theater*

3rd Term
Bible 101
Language or Latin
Literature, History, or Philosophy
Art, Music, or Theater*

**One-term course or fractional courses to equal one-term course may be taken but no more than 10 term courses for the three terms will be permitted.*

SOPHOMORE YEAR—Christian Education

1st Term
Laboratory Science
General Psychology
Language
Art, Music, or Theater

2nd Term
Laboratory Science
Education 201
Math 110 (elementary) or
American History or Govt. (secondary)
Art, Music, or Theater

3rd Term
Religion 333 or 343
Education 202
Math 111 (elementary) or course in major (secondary)
Art, Music, or Theater

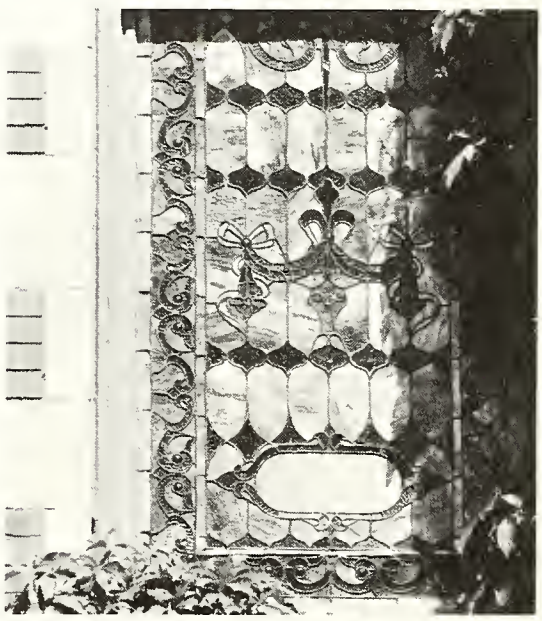
SOPHOMORE YEAR—Ministry

1st Term
Laboratory Science
Social Science
Language or Latin
Art, Music, or Theater*

2nd Term
Laboratory Science
Social Science
Greek or Latin
Art, Music, or Theater*

3rd Term
Science or Math
Philosophy of Religion
Greek or Latin
Art, Music, or Theater*

**If Art, Music, or Theater are not taken or the requirement completed during the freshman year, a fourth course may be taken.*



BIOLOGY

FRESHMAN YEAR

1st Term
Biology 101
Chemistry 111
Math 131 or 151 or English 101

2nd Term
Biology 102
Chemistry 112
English 101 or 102

3rd Term
Chemistry 131
Graduation and Distribution Requirements (2)

SOPHOMORE YEAR

1st Term
Biology 202
Physics 101e or 101
Language 101

2nd Term
Biology 203
Physics 102e or 102
Language 101 or 102

3rd Term
Distribution and Graduation Requirements (2)
Language 102 or 201

BUSINESS ADMINISTRATION

FRESHMAN YEAR

Distribution and Graduation Requirements
Mathematics 151 and 152 (if possible)

SOPHOMORE YEAR

Economics 200 (micro)
Economics 201 (macro)
Economics 203
Economics 204

ENGLISH

FRESHMAN YEAR

1st Term
English 101 or Speech
Language
Science or Bible

2nd Term
English 101 or 102
Language or History
Science or Bible

3rd Term
English 102 or Speech
Language or History
Science or Bible

SOPHOMORE YEAR

1st Term
English 201 or 204
(Psychology 101* or Sociology or Economics)
Art or Music

2nd Term
English 201 or 202
(Education 201* or Science or Mathematics)
Philosophy or History

3rd Term
English 202
(Education 202* or course in major field)
Government

**If student plans to teach*

GEOLOGY

FRESHMAN YEAR

1st Term
Geology 101
Math 151
Speech or Bible

2nd Term
Geology 102
Mathematics 152
English 101

3rd Term
Social Science or Humanities
Mathematics 251
English 102

SOPHOMORE YEAR

1st Term
Geology 301 or 303
Chemistry 111 or Biology 101
Speech or Bible

2nd Term
Geology 302 or 403
Chemistry 112 or Biology 102
Social Science or Humanities

3rd Term
Geology 103
Art, Music, or Theater Arts
Mathematics 252

GOVERNMENT

FRESHMAN YEAR

1st Term
History 101*
Language
English or Government 101

2nd Term
History 102*
Language
English

3rd Term
Bible
Speech
Government 101

SOPHOMORE YEAR

1st Term
Government 201
Language
Science

2nd Term
Government 202
Language
Science

3rd Term
Economics
Psychology
American History

**Unless taken in high school*

CHEMISTRY

In their freshman year, chemistry majors should take 111, 112, 131 or 151, 152 (see below), Mathematics 131, 151, 152, or 251 as determined by the Mathematics Department. The third course each term should cover graduation requirements and include English 101, 102.

The usual sequence to satisfy distribution requirements in chemistry is Chemistry 111, 112. Chemistry 111 is open to all students. However, the student who has had no high school algebra might find it advantageous to take a term of college mathematics first or concurrent with Chemistry 111.

Students registering for Chemistry 151 should have at least one year of high school chemistry and one and one-half years of high school algebra with a grade of B or better. Eligibility for the course will be determined by tests given during orientation week.

CLASSICAL LANGUAGES — LATIN MAJOR

Students who have had three or four years of Latin in high school may start 300-level Latin courses in the freshman year. Latin 103 is a quick review course for students with one or two years of Latin in high school who need extensive review before beginning to study Vergil.

FRESHMAN YEAR	SOPHOMORE YEAR
1st Term	**1st Term**
English 101	Science or Mathematics
Laboratory Science	Latin
Latin 102 or Bible	History, Literature, or Philosophy
2nd Term	**2nd Term**
English 102	Latin
Laboratory Science	Social Science
Latin 204	History, Literature, or Philosophy
3rd Term	**3rd Term**
Music, Art, or Theater Arts	Latin or an elective
Speech 101	Social Science
Latin 205	Classics 220 or 221

ECONOMICS

FRESHMAN YEAR	SOPHOMORE YEAR
Distribution and Graduation Requirements	Economics 200 (micro)
Mathematics 151 and 152 (if possible)	Economics 201 (macro)
	Economics 311
	Mathematics 106

HISTORY

FRESHMAN YEAR

1st Term
History 101*
English 101 or Speech
Language

2nd Term
History 101 or 102
English 101 or 102
Language

3rd Term
History 102 or 103
English 102 or Speech
Bible

SOPHOMORE YEAR

1st Term
History 251
Language
Science

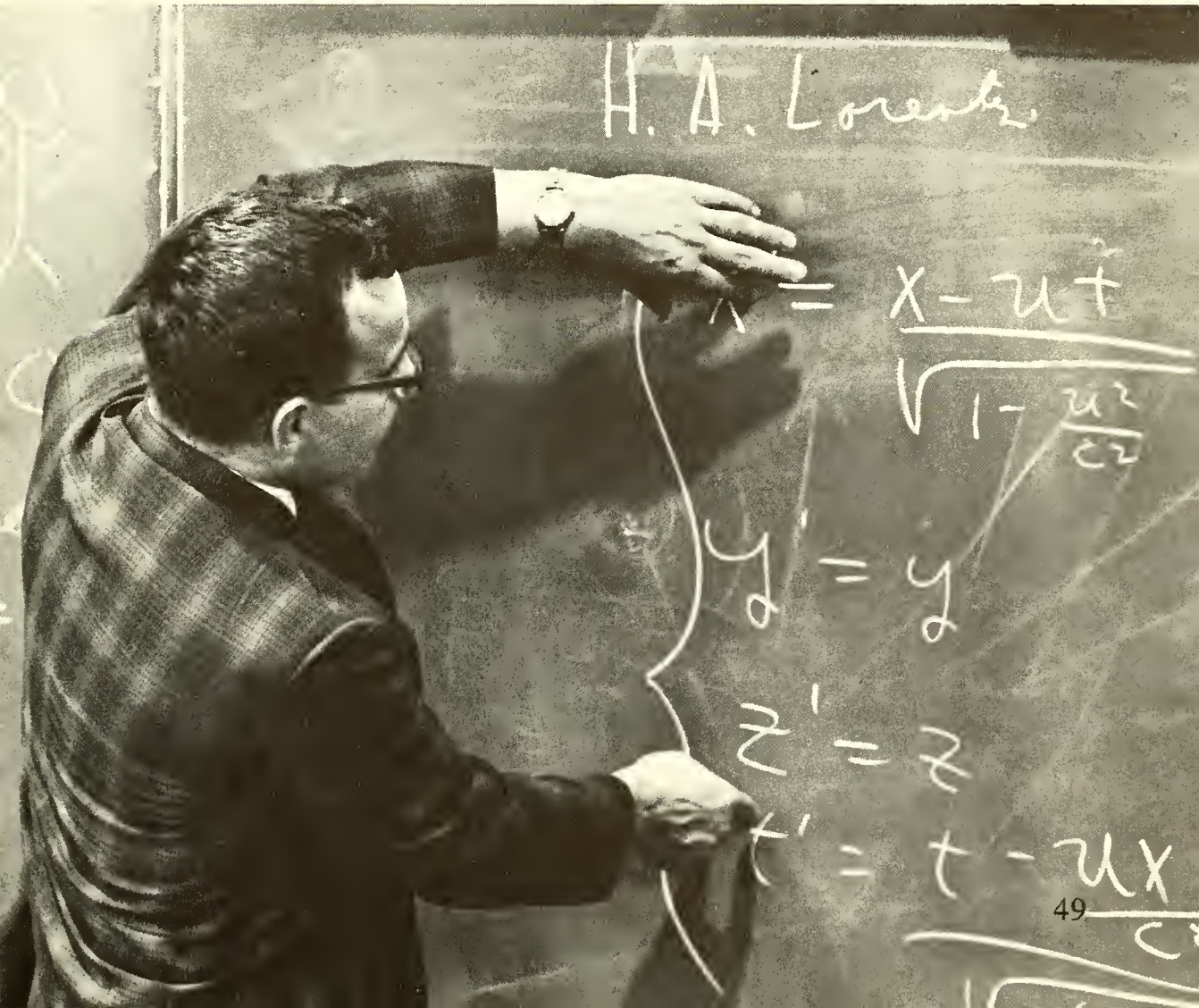
2nd Term
History 252
Language
Science

3rd Term
History (elective)
Art, Music, or Theater
Philosophy or Literature

**And two courses in sequence*

MATHEMATICS

Freshmen intending to major in mathematics should take three terms of mathematics, beginning with Math 151, if possible, or 131; English 101, 102, and Speech 101; Language or Physics 101 and 102; distribution and graduation requirements to fill out the schedule.



MODERN FOREIGN LANGUAGES

The student who wishes to major in a modern language will ordinarily have studied the language in high school so that he can by a placement exam, begin his college work at the intermediate level. If the student wants to major in a language he has not studied before, a special program must be planned which will probably include summer school in a country where the language is spoken.

The following program anticipates a term at a foreign university or the junior year at a European university.

FRESHMAN YEAR

1st Term
Intermediate Language
English 101
History 101

2nd Term
Intermediate Language
English 102
History 102

3rd Term
Speech or Bible
Art, Music, or Theater
Language 299 or 300

SOPHOMORE YEAR

1st Term
Language 300
English Literature or Philosophy
Science 101

2nd Term
Language 300
Second Language 101
Science 102

3rd Term
Second Language 102
Science or Mathematics
Psychology or Economics
Language 320

The following program is designed for students who plan to teach at the secondary school level. Those interested in teaching a foreign language in the elementary school should consult the Education and Modern Foreign Language departments. In either case, the Master of Arts in teaching degree is recommended. It is also advisable to participate in the ACM Urban Education program.

FOREIGN LANGUAGE TEACHING MAJOR

FRESHMAN YEAR	SOPHOMORE YEAR
1st Term	**1st Term**
Intermediate Language	Language 300
English 101	Psychology 101
History 101	Science 101
2nd Term	**2nd Term**
Intermediate Language	Education 201
English 102	Science 102
History 102	Second Language 101
3rd Term	**3rd Term**
Speech or Bible	Education 202
Art, Music, or Theater	Science or Mathematics
Language 299 or 300	Second Language 102
	Language 300

MUSIC

FRESHMAN YEAR	SOPHOMORE YEAR
1st Term	**1st Term**
Music 101B	Music 201
English	Language
Language	Science
Applied Music	Applied Music
2nd Term	**2nd Term**
Music 102	Music 202
English	Social Sciences
Language	Science
Applied Music	Applied Music
3rd Term	**3rd Term**
Music 103	Religion
Speech	Social Science
Language	Science
Applied Music	Applied Music

Language courses could be deferred until the sophomore year, in which case science would be taken in the freshman year.

PHILOSOPHY

Students should plan their courses to meet distribution and graduation requirements during the first two years, including Philosophy 101 and 102 in the freshman year and Philosophy 210 and 213 in the sophomore year.

PHYSICAL EDUCATION

FRESHMAN YEAR

1st Term
English 101
Language 101
Biology 101

2nd Term
English 102
Language 102
Biology 102

3rd Term
Bible or Religion
Language
Speech

SOPHOMORE YEAR

1st Term
Language
Art, Music, or Theater
Psychology 101

2nd Term
History or Philosophy
Education 201
Physical Education 204

3rd Term
Government or American History
Science
History or Philosophy

PHYSICS

FRESHMAN YEAR

1st Term
English 101
Mathematics 151
Physics 110

2nd Term
English 102
Mathematics 152
Physics 111

3rd Term
Mathematics 251
Physics 112
Speech 101

SOPHOMORE YEAR

1st Term
Mathematics 252
Physics 208
Physics 211

2nd Term
Bible or Religion
Foreign Language
Physics 210

3rd Term
Foreign Language
Mathematics 254
Physics 212

3-2 BINARY ENGINEERING PROGRAM

FRESHMAN YEAR

1st Term
English 101
Mathematics 151
Physics 110

2nd Term
English 102
Mathematics 152
Physics 111

3rd Term
Art, Music, or Theater
Mathematics 251
Physics 112
Speech 101

SOPHOMORE YEAR

1st Term
Chemistry 101
Mathematics 252
Physics 208

2nd Term
Chemistry 102
Foreign Language
Physics 210

3rd Term
Bible or Religion
Foreign Language
Mathematics 254
Engineering 101

PSYCHOLOGY

FRESHMAN YEAR

1st Term
English 101
Biology 101
Language

2nd Term
English 102
Biology 102
Language

3rd Term
Psychology 101
Speech 101
Language

SOPHOMORE YEAR

1st Term
Mathematics 106 or 151
Psychology 201
Language

2nd Term
Mathematics 152 or History, Literature, or Philosophy
Psychology 202
Social Science or Bible

3rd Term
Music, Art, or Theater
Sociology 301
Psychology 222

SOCIOLOGY

In addition to meeting college graduation and distribution requirements during the first two years, students should also schedule Sociology 201, 203, or 206 during the sophomore year. In the sciences, biology is recommended. In the non-lab science, mathematics gives a good background for statistical work.

SPEECH

FRESHMAN YEAR

1st Term
Speech 101
Science
Language
Debate or Theater*

2nd Term
English
Science
Language
Debate or Theater*

3rd Term
English
Speech 102
Language, Art, or Music
Debate or Theater*

**Fractional credit*

SOPHOMORE YEAR

1st Term
Speech 215
Psychology 101
Language
Debate or Theater*

2nd Term
Speech 221
Philosophy, History, or Literature
Bible
Debate or Theater*

3rd Term
Philosophy, Literature, or History
Speech 322
Science or Mathematics
Debate or Theater*

Nd Pm Sm Eu
Am Cm Bk Cf Es Fm Md No
(253) (256) (253)

Courses of Instruction

Students are urged to note the departmental objectives and field of concentration requirements listed for each academic department and consult with their faculty adviser and the department concerned for more specific information. Departments and the courses which they offer are listed alphabetically.

Prerequisites or co-requisites for a course, if any, are listed following the course description. Courses numbered 100 to 199 normally are introductory courses open to freshmen; 200-level courses are intermediate courses open to sophomores but not to freshmen; 300-level courses are advanced courses open only to juniors and seniors or to sophomores with the consent of the instructor; 400-level courses are departmental seminars and independent study courses.

Fractional courses are offered in art, music and speech and dramatics. Art studio courses may be taken for either fractional or whole credit depending on the number of class hours taken. All applied music courses are equivalent to one-sixth of a course per term. Dramatics will be evaluated as one-sixth of a course per term; directing and debate will be evaluated as one-third of a course per term.

A more detailed schedule of courses listing the instructor, time and classroom is issued each spring for pre-registration information. Courses may be withdrawn if there is not sufficient demand in any given term.

Art

Harlow B. Blum, *Assistant Professor, Chairman (on leave 1967-68)*
Martha H. Hamilton, *Assistant Professor*
George L. Waltershausen, *Instructor*
Doanda Randall, *Instructor*
G. E. Boone, *Lecturer*
Katherine Boone, *Lecturer*
Joanne Goudi, *Instructor (part-time)*

FIELD OF CONCENTRATION

(a) At least ten term courses in art, including three courses in art history, two in independent study, one in design, and four additional courses in studio art.

(b) Five related courses chosen with the approval of the adviser.

ART HISTORY

103. Art Appreciation.
A course for the general student, emphasizing increased perception of the formal elements of visual art—line, form, color and texture—with which one comes in contact every day. Included also are the theory and criticism of visual art. Open primarily to non-art majors.

105. Introduction to the History of Art.
A study of the major phases and works of art in painting, sculpture, and architecture from Prehistoric through Byzantine styles.

106. Introduction to the History of Art.
A study of the major phases, works of art, and personalities from Medieval through Baroque.

107. Introduction to the History of Art.
A study of the major phases, works of art, and personalities covering the 18th, 19th, and 20th Centuries.

205. Introduction to the History of Indian Art.
Survey of Indian art from the Indus Valley Civilization through the early Hindu dynasties, including a review of the Buddhist and Hindu traditions of Indian art and a brief survey of the post-Hindu styles.

206. Introduction to the History of Chinese Art.
Survey of Chinese art from Prehistoric times through the Ching dynasty (1644-1911) with emphasis on those works which affected Japanese art.

207. Introduction to the History of Japanese Art.
Survey of Japanese art from the Prehistoric period through the Tokugawa Period (1615-1898). Attention is given to the influences of Chinese and Western art with emphasis on the evolution of a unique Japanese style.

300. Art and Architecture in Washington.
A study pursued in Washington, D. C., utilizing the cultural resources of the area.

321. Architecture.
Ancient, Medieval, and Renaissance architecture is used as a basis for appraising contemporary architecture.

322. Contemporary Art.
A study of twentieth century painting and sculpture with emphasis on the art in America.

331. European Renaissance.
Great figures in important centers in the Renaissance.
(alternate years)

SEMINARS AND INDIVIDUAL STUDY

320, 325. Junior Independent Study.
An individual research program arranged in consultation with the instructor and designed to fit the interests of the student.

350. Seminar in Oriental Art.
Introduction to the arts of China, Korea, and Japan, illustrated with examples from the Boone Collection.

420, 425. Senior Independent Study.
An individual research program arranged in special interest areas of the student.

450. Art Seminar.
Art criticism, teaching methods, and techniques, and other specialized art topics offered only to senior art majors or by special permission.
(alternate years)

STUDIO COURSES

Art studio courses may be taken for either fractional or whole course credit, depending upon the number of class hours taken. Students will receive one-half course credit for each term in which they are enrolled in a studio art course which meets 6 hours. Students electing to enroll for a whole course credit must be able to take 12 hours of class work.

If a student decides to take a half course, he registers for any of the following courses: Art 151, 201, 221, 241, 251, 301, 341, 351, or 451. To take the second half of any of these studio course sequences, the student will enroll in the corresponding studio course: Art 152, 202, 222, 242, 252, 302, 342, 352, or 452.

If a student decides to take a studio course for a whole course, he registers for both half courses simultaneously; i.e., Art 151 and 152. A student who wishes to receive an additional term course credit in the same studio art sequence may register for the intermediate studio art course: 153, 203, 243, or 353. All require 12 hours of work. Art 211 is given whole course credit.

151, 152. Fundamentals of Drawing.
Introducing the beginning student to a variety of media: charcoal, conte, ink, pastel and watercolor. Theory and practice in the elements of drawing with the emphasis on creative expression.

201, 202. Beginning Printmaking
A studio course emphasizing the basic techniques of printing in the development of the fine print. The study and making of etchings, engravings, serigraphs, and woodcuts.

211. Design.
Fundamental elements and principles of two- and three- dimensional design emphasizing aspects of visual expression.

221, 222. Advanced Drawing.
The development of drawing techniques.

241, 242. Beginning Sculpture.
Introducing the theory and practice of three-dimensional techniques using clay, plaster, and other materials.

251, 252. Beginning Painting.
An introduction to synthetic oil painting media and techniques, composition practice and analysis. Still life, figure, and landscape. Prerequisite: Art 151 or consent of instructor.

301, 302. Advanced Printmaking.
Prerequisite: Art 202.

341, 342. Advanced Sculpture.
Practice in three-dimensional composition concentrating on permanent materials with an emphasis on individual expression and self-criticism.

351, 352. Composition and Painting.
Composition practice, analysis, and painting techniques with emphasis on the creative formal elements. Prerequisite: Art 252.

451, 452. Advanced Composition.
Individual creative work in painting, sculpture, or graphic arts. Prerequisite: Art 302, 352.

Bible and Religion

CHARLES J. SPEEL II, *Professor, Chairman*
J. STAFFORD WEEKS, *Associate Professor (on leave First Term 1967-68)*
PAUL MCCLANAHAN, *Chaplain, Assistant Professor*
HAROLD J. RALSTON, *Professor (Department of Classics)*

Courses in the department have four main objectives:

1. To develop in students a knowledge of the contents of the Bible, the use made of it in the past and present, the areas of study closely allied to it, and the relationship of such knowledge to other fields of study.
2. To help students discover the role of religion in contemporary life, both personal and social, and to assist them in their quest for moral and religious understanding.
3. To develop in students a knowledge and understanding of the historical and doctrinal roles of Christianity and other religions.
4. To prepare students for the varied tasks of lay leadership and to build a foundation for graduate study in the case of those preparing for the ministry, for religious education, and for the teaching of Bible and religion.

FIELD OF CONCENTRATION

(a) A departmental unit of at least seven term courses.

(b) At least five related term courses chosen in consultation with the department.

BIBLE

101. Bible Survey.
A survey of the Old and New Testaments.

201. Old Testament Problems.
A study of the Old Testament, including literature, religion, and theology.

212. New Testament Problems.
A study of the New Testament material, including literature and religious thought.

301. Archaeology and the Bible.
The bearing of archaeological and historical investigations on the life and literature of the Old and New Testaments, along with a study of the relationship of neighboring cultures.

RELIGION

101. Basic Beliefs.
The major teachings of the Christian faith and a consideration of the chief creeds of Christendom.

203. Christian Ethics.
A study of the history of Christian ethics with particular attention paid to the ethical problems of today. Guest speakers, specialists in the professional or business world, will be brought into class to assist in making the course relevant.

205. Catholic Doctrine.
A study of the teachings and practices of the Roman Catholic Church, currently and historically. The course is taught by a Catholic clergyman assisted by the chairman of the department of Bible and Religion.

213. Philosophy of Religion.
See Philosophy 213.

301. Church History to 1450.
The Christian church from the time of Christ to A.D. 1450, including study of Christian doctrine, church organization, significant ecclesiastical movements, and outstanding church leaders.

307. New Testament.
See Classical Languages (Greek) 307.

308. New Testament.
See Classical Languages (Greek) 308.

312. Church History from 1450 to the Present.
The Christian church from A.D. 1450 to the present, including a study of doctrine, organization, ecclesiastical movements, and church leaders.

321. World Religions.
A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Hinduism, Jainism, Zorastrianism, Sikhism, and Islam.

322. World Religions.
A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Buddhism, Taoism, Confucianism and Shinto.

333. Christian Education.
Introduction to the use of the Bible, forms of worship, and methods of teaching and administration in Christian Education. Guest speakers who are experienced specialists will be included in the program.

343. Program, Polity, and Worship.
A study of the program, polity, and worship of the United Presbyterian Church. Guest speakers of academic and practical significance will be brought into the class to make the study pointed and relevant.

SEMINARS AND INDIVIDUAL STUDY

351. Field Work in Christian Education.
A supervised program of practical experience in connection with Christian education programs at local churches. Open only to juniors and seniors preparing for careers in Christian education. Departmental consent required. Prerequisite or co-requisite: Religion 333.

401. Seminar.
Open to sophomores, juniors, and seniors, subject to the consent of the department. Topics, which vary as the course is offered, include the following:

A. Ecumenics and the Encounter with non-Christians
B. Church-State Relations
C. Islamics
D. The Role of Religion in the Middle East and Africa

412. Reading Course.
On problems of interest to the student. Open only to students who include Bible and Religion in their field of concentration.

423. Thesis Course.
On a subject of the student's own choosing. Open only to students who include Bible and Religion in their field of concentration.

Biology

ROBERT H. BUCHHOLZ, *Professor, Chairman*
JOHN J. KETTERER, *Professor (on leave 1967-68)*
DAVID C. ALLISON, *Associate Professor*
BENJAMIN F. COOKSEY, *Instructor*
DOROTHY R. MARTIN, *Instructor*

FIELD OF CONCENTRATION

(a) A departmental major of at least seven term courses in addition to Biology 101 and 102. The seven term courses must include Biology 202, 203, 301 or 302, 401, and at least one of the following: 405, 406 or 407. The remainder of the requirement may be satisfied by any other courses offered by the department.

(b) Five term courses in the related fields of physics and chemistry of which the following are required: Organic Chemistry, one term: Quantative Analysis, one term (unless excused by the adviser) and physics, two terms. A good background in mathematics is strongly urged.

101. College Biology.
An introduction to biology covering the organization of living organisms, their general physiology, morphology, embryology, genetics, evolution, and ecology. Appropriate animal and plant forms are studied in both lecture and laboratory. Open to all students.

102. College Biology.
Continuation of Biology 101. Prerequisite: Biology 101.

201. Invertebrate Zoology.
A study of the structure, function, life histories, and evolutionary relationships of invertebrate animals. Prerequisite: Biology 102.

202. Comparative Vertebrate Anatomy.

A detailed study of the comparative anatomy of vertebrates. The shark, Necturus, and cat are used as types in the laboratory. Prerequisites: Biology 101, 102, or consent of the instructor.

203. Embryology.

A study of the embryological development of vertebrates. Prerequisites: Biology 202 or consent of the instructor.

204. Botany

An introduction to the structure, function, and development of plants, with emphasis on the flowering seed plants. Prerequisite: Biology 101 and 102 or consent of instructor.

205. Classification and Distribution of the Vertebrates.

A course designed to introduce the student to representative fishes, amphibians, reptiles, birds and mammals. Particular attention will be paid to the areas of taxonomy, systematics, ecology, and phylogenetic relationships. Prerequisite: Biology 102.

301. Mammalian Physiology.

A detailed study of the physiological mechanisms in mammalian circulation, respiration, digestion, metabolism (carbohydrate, fat, and protein) and excretion and body fluids. Prerequisites: Biology 101-102 and Organic Chemistry or consent of the instructor.

302. Mammalian Physiology.

A continuation of Biology 301 covering the physiology of the mammalian muscle, nervous, endocrine, and reproductive systems. Prerequisites: Biology 101-102 and Organic Chemistry or consent of the instructor.

303. Advanced Physiology.

A study of topics of current interest in general (molecular and cellular), Comparative and Mammalian Physiology. Special instrumental techniques are stressed in the laboratory. Prerequisites: Biology 301 or Biology 302, or consent of the instructor.

304. Bacteriology.

A general course consisting of a study of culture methods, morphology, identification, and physiology of the bacteria. Some consideration is also given to the nature of disease and its control. Prerequisites: Biology 101, 102 or consent of the instructor.

(alternate years)

305. Cytology.

A study of plant and animal cells, mitosis, meisosis, fertilization. Various aspects of cytological behavior in relation to heredity, taxonomy, and evolution. Prerequisite: Biology 102.

(alternate years)

306. Genetics.
An introduction to the principles of heredity in animals and plants. Prerequisites: Biology 101, 102 or consent of the instructor.

307. Organic Evolution.
An introduction to the theories of evolution, the mechanics of evolution, the problems of the origin of life, and evolution of plants and animals. Prerequisites: Biology 101, 102 or consent of the instructor.
(alternate years)

308. Ecology
An introduction to ecology designed to give the student an understanding of the principles and concepts of environmental interrelationships and interactions with living organisms. Prerequisites: Biology 101, 102 and Biology 204 or consent of the instructor.

309. Plant Classification.
Taxonomic principles: identification and classification of flowering plants. Particular emphasis on local flora. Prequisite: Biology 204.
(alternate years)

SEMINARS AND INDIVIDUAL STUDY

401. Seminar.
Readings and discussions on selected topics designed to relate the knowledge from the several branches of biology to the whole of biological knowledge and to other learned disciplines from an historical and current problems point of view. Open to senior biology majors.

405, 406, 407. Independent Study.
Individual research or advanced experimental projects chosen by the student in consultation with the staff, involving the search of primary literature sources, design and execution of experiments, and an oral and written report of the results. Open to senior biology majors.

Chemistry

ROBERT B. MEYER, *Associate Professor, Chairman*
HAROLD W. FENRICK, *Assistant Professor*
BERWYN E. JONES, *Assistant Professor*
KEVIN J. WEIDENBAUM, *Assistant Professor*

Monmouth College is included in the list of institutions approved for undergraduate training of chemists by the American Chemical Society.

FIELD OF CONCENTRATION

(a) A departmental major shall consist of a minimum of five term courses beyond the 100 level including Chemistry 211, 212, 311, and 403.

(b) Students wishing to complete teacher certification requirements in chemistry shall complete 10 term courses in chemistry including the requirements for the departmental major.

(c) Students wishing to be certified by the American Chemical Society should take the following courses in addition to the requirements for the departmental major: Chemistry 251, 312, 331, 341, Mathematics 252, and at least one term course chosen from Chemistry 351 or 404, Mathematics 254 or more advanced, and Physics 207 or more advanced.

(d) All majors will be expected to participate in a departmental seminar consisting of oral presentations of topics in chemistry by students, staff members, and visiting scientists.

(e) The related field shall include Mathematics 151, 152, 251 and Physics 110, 111, 112.

(f) A reading knowledge of German is required of all chemistry majors.

Note: Academic credit will usually not be given for both Chemistry 111, 112, 131 and Chemistry 151, 152.

111. Introductory Chemistry.

Atomic and molecular structure, properties and reactions of selected elements and of inorganic and organic compounds, and elementary chemical calculations. Laboratory: a study of chemical and physical properties of substances considered in class. Open to all students.

112. Introductory Chemistry.

A continuation of 111. Prerequisite: Chemistry 111 or permission of the department.

131. Introduction to Analytical Chemistry.

An introduction to the study of chemical equilibrium and its application to qualitative and quantitive chemical analysis. The laboratory will be correlated with the lecture. Prerequisite: Chemistry 112 or permission of the department.

151. Fundamentals of Chemistry.

Atomic and molecular structure, stoichiometry, periodicity, kinetics and equilibrium, acid-base and redox systems. Laboratory: gravimetric and titrimetric methods of analysis. Prerequisite: permission of the department.

152. Fundamentals of Chemistry.

A continuation of 151. Laboratory: electrometric and colorimetric methods of analysis, qualitative anion and cation identification. Prerequisite: Chemistry 151.

211. Organic Chemistry.

An introduction to the study of carbon compounds. Preparation, properties, and reactions of monofunctional alipatic and aromatic compounds and of proteins and carbohydrates; elementary reaction mechanisms. Laboratory: preparation and study of representative compounds. Prerequisite: Chemistry 112 or 152.

212. Organic Chemistry.
A continuation of 211. Prerequisite: Chemistry 211.

251. Organic Chemistry.
A study of polyfunctional organic compounds. Laboratory: qualitative analysis of organic compounds and mixtures using classical and instrumental techniques. Prerequisite: Chemistry 212.

311. Physical Chemistry.
Thermodynamics, electrochemistry, kinetic theory, liquid and solid states, solutions, kinetics. The laboratory will be correlated with the lecture. Prerequisites: Chemistry 131 or 152, Mathematics 152, and Physics 111.

312. Physical Chemistry.
A continuation of 311. Prerequisite: Chemistry 311.

331. Advanced Analytical Chemistry.
A rigorous study of the principles and practice of modern quantitive chemical analysis, including instrumental methods. Sampling, quantitative separations, statistical treatment of data; gravimetric, titrimetric, spectroscopic, and electrochemical methods of determination. The laboratory will be correlated with the lecture. Prerequisites: Chemistry 212, 311.

341. Advanced Inorganic Chemistry.
A study of atomic structure and chemical bonding, solvent systems, acid-base theories, and the chemistry of selected elements including the transition metals. Selected techniques in synthetic inorganic chemistry are introduced in the laboratory. Prerequisite: Chemistry 311.

351. Advanced Topics in Chemistry.
A discussion of advanced topics in chemistry. The laboratory will be correlated with the lecture material. Prerequisite: Chemistry 311.

403. Research.
The study of an original research project chosen in consultation with the chemistry staff. Open only to senior chemistry majors.

404. Independent Studies.
Offered by special arrangement.

Classical Languages

HAROLD J. RALSTON, *Professor, Chairman*
BERNICE L. FOX, *Associate Professor*

FIELD OF CONCENTRATION

(a) A departmental unit of at least seven courses in Latin above the level of 200

courses, and including an independent study course in prose composition.

(b) Five or more related courses chosen with the approval of the adviser, including a course in ancient history and at least two terms of Greek.

LATIN

101. Elementary Latin.
A study of grammar and syntax. Designed for the student beginning the study of Latin. Offered on sufficient demand.

102. Elementary Latin.
A continuation of Latin 101, completing the syntax and starting the reading of Latin authors.

103. Latin Grammar.
A rapid survey of elementary Latin grammar and syntax with easy readings from Latin authors. Prerequisite: one year of high school Latin or permission of instructor.

204. Vergil's "Aeneid."
Prerequisite: two years of high school Latin or Latin 102 or 103.

205. Cicero.
Selections from the *Orations* and *Essays*. Prerequisite: two years of high school Latin or Latin 102 or 103.

301. Livy's "Histories."
Emphasis on the early kings and the Carthaginian Wars. Prerequisite: three years of high school Latin or the equivalent.
(alternate years)

302. Tacitus and Suetonius.
The period of the Twelve Caesars, with special study of the periods of Augustus and Nero. Prerequisite: see Latin 301.
(alternate years)

303. Pliny's "Letters."
Special study of Roman private life at the time of Pliny. Prerequisite: see Latin 301.
(alternate years)

310. Roman Drama.
Studies in Plautus and Terence. Prerequisite: see Latin 301.
(alternate years)

311. Latin Lyric Poetry.
Readings from Catullus, Ovid, and Horace. Prerequisite: see Latin 301.
(alternate years)

312. Roman Satire.
A study of the satires of Horace and Juvenal and the epigrams of Martial. Prerequisite: see Latin 301.
(alternate years)

401. Independent Study.
Individual research problems in language or literature under guidance of the instructor. Advanced students only.

435. Teachers' Course in High School Latin.
For advanced students who desire recommendation as Latin teachers.

GREEK

101. Elementary Greek.
A study of Greek grammar and acquisition of vocabulary.

102.—Elementary Greek.
Continuation of the study of Greek grammar, with translations from Xenophon's *Anabasis* or other selected readings.

201. Greek Reading.
Selections from Plato's *Apology* and *Crito* or from the Greek historians, Septuagint, Apocrypha, or non-literary papyri.
(alternate years)

202. Greek Reading.
Continuation of 201.
(alternate years)

307. New Testament.
Forms, syntax, and reading. Prerequisite: Greek 101-102.
(alternate years)

308. New Testament.
Textual and word studies and more difficult reading.
(alternate years)

401. Independent Study.
Advanced individual study of grammar or reading under direction of the instructor.

CLASSICAL CIVILIZATION

(Given in English. No foreign language prerequisite.)

211. Classical Archaeology.
A study of more important Greek and Roman antiquities from the Minoan civilization in Crete to late Roman times. Text and library readings, supplemented by slides taken in Italy, Greece, and Asia Minor.

221. Classical Mythology.
A study of classical myths, especially as they relate to English literature. No prerequisites.

224. Word Elements.
Intended to aid in mastering general and technical derivatives from Greek and Latin stems. No previous study of these languages required.

EAST ASIAN STUDIES PROGRAM

CECIL C. BRETT, *Director, Associate Professor of Government and History*

The Monmouth College Senate authorized the establishment of an East Asian Studies program in September 1963. This decision was based on the assumption that study of peoples and cultures outside the Western world is a necessary dimension of a liberal education. The underlying objective of the program is to broaden opportunities for study of non-Western societies for the entire range of Monmouth students.

The regional focus of the program is East Asia with concentration on Japan.

A considerable expansion of the Asian Library collection is underway. The Boone Oriental Library and Fine Arts collection is utilized in the program and is available to students.

In cooperation with the Fulbright program and a number of other educational institutions, Monmouth brings four visiting professors from selected countries of Asia to the campus. Each of the visiting professors is in residence for a period of two months and participates in the college academic program.

Students with an interest in Asia have the opportunity to study for a year in designated universities in Japan or in other parts of Asia under several programs, including he Junior Year Abroad program sponsored by the United Presbyterian Church, USA. Credits earned under these arrangements can be used to fulfill academic requirements at Monmouth.

101, 102, 103. Elementary Japanese.
See Modern Foreign Languages, Japanese 101, 102, 103.

201, 202. Intermediate Japanese.
See Japanese 201, 202.

315. Japanese Literature in Translation.
See Japanese 315, English 315.

320. Individual or Group Study.
See Japanese 320.

205. Art of India.
See Art 205.

206. Art of China.
See Art 206.

207. Art of Japan.
See Art 207.

350. Seminar in Oriental Art.
See Art 350.

343. Foreign Governments III, The Far East.
See Government 343.

381. International Politics of the Far East.
See Government 381.

201. Oriental Civilization I.
See History 201.

202. Oriental Civilization II.
See History 202.

203. Oriental Civilization III.
See History 203.

306. Oriental Philosophy.
See Philosophy 306.

321. World Religions I.
See Religion 321.

322. World Religions II.
See Religion 322.

203. Societies Around the World.
See Sociology 203.

406. Contemporary Society: The Far East.
See Sociology 406.

Economics And Business Administration

JAMES R. HERBSLEB, *Professor, Chairman*
ORDELL P. OLSON, *Assistant Professor*
JAMES L. PATE, *Assistant Professor*
HOMER L. SHOEMAKER, *Instructor*
HELENE GANN, *Instructor*

FIELD OF CONCENTRATION

The field of concentration may be either in Economics or Business Administration. (a) Concentration in Economics requires the following courses: 300, 301, 305,

306, 309, 310, 311, 401, and Mathematics 106.
Economics 200, 201 are required and may be used to satisfy social sciences distribution requirements, but are not included in the field of concentration.

(b) Concentration in Business Administration requires the following courses: 203, 204, 307, 308, 320, 321, 322, 401, and Mathematics 106.
Economics 200, 201 are required and may be used to satisfy social sciences distribution requirements, but are not included in the field of concentration.

200. Principles of Economics.

Micro-economics. The two-term sequence (Economics 200-201) is designed to equip the student with a fundamental and rigorous understanding of the methods and objectives of economic analysis. The course provides an intensive, orderly and objective set of basic relationships within which real world economic problems and policy questions may be analyzed.

201. Principles of Economics.

Macro-economics. Prerequisite: Economics 200, or consent of instructor.

203. Principles of Accounting.

This course does not presume any previous training in bookkeeping. It gives thorough acquaintance with the principles of accounting as applied to the corporate form of business enterprise.

204. Principles of Accounting.

A continuation of Economics 203 with emphasis on the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: Economics 203.

205. Intermediate Accounting.

Individualized study, usually in a seminar, in various fields of accounting such as budgeting, cost, taxation, etc. Prerequisite: Economics 204.

206. Advanced Accounting.

A continuation of 205. Prerequisite: Economics 204.

300. Intermediate Price Theory.

An intensive view of modern price theory as it applies to individuals, firms and resource owners and their interaction in markets characterized by both perfect and imperfect competition. Prerequisite: Economics 200-201.

301. Intermediate Income Analysis.

A comprehensive view of modern theories of the determination of income and employment. Includes discussion of both Keynesian and post-Keynesian developments in income theory. Prerequisite: Economics 200-201.

302. Business and Government.

A study of basic industrial organization as it is altered by government regulation,

particularly the regulation of monopoly and unfair business practices as spelled out in the law. Prerequisite: Economics 200-201.

303. Government and Labor.

A study of labor economics and the changing position of labor before the courts and government regulation of labor unions. Prerequisite: Economics 200-201.

305. Money and Banking.

A study of the history and theory of banking and the problems of monetary and fiscal policy. Prerequisite: Economics 200-201.

306. International Economics.

Analysis of our economic relations with other nations, relating to governmental policies in the area of trade and including economic development. Prerequisite: Economics 200-201.

307. Business Law.

An introduction to the development of our legal system and the organization of our courts. Involves analysis of cases and application of principles with a view to the appreciation of the involvement and development of law in our society. Prerequisite: Economics 200-201.

308. Business Law.

A continuation of Economics 307, extending the analysis of the law into the realm of business organizations and property. Prerequisite: Economics 307.

309. Comparative Economics Systems.

Analysis of the competing economies of the world—Capitalism, Socialism, Fascism, Communism. Prerequisite: Economics 200-201.

310. Public Finance.

A study of the financing of government operations, including the problem of fiscal policy. Prerequisite: Economics 200-201.

311. History of Economic Thought.

A study of the development of major economic thought and doctrines. Emphasis upon Mercantilists, Physiocrats, Classical School, Adam Smith, J. S. Mill, Alfred Marshall, J. B. Clark, Thorstein Veblin, J. A. Hobson, J. M. Keynes, and others. Prerequisite: Economics 200-201.

320. Investments and Finance.

Analysis of the various types of investment securities from the viewpoint of the investor, with attention to methods of corporation finance. Prerequisite: Economics 200-201, 204.

321. Principles of Management.

Study of general principles of business management with emphasis on transferability of management principles to all phases of business. Prerequisite: Economics 200-201.

322. Marketing.

Principles and problems in wholesaling, retailing, advertising, chain stores and

mail-order merchandising; study of buying motives and commodity markets; methods in buying, selling, transportation, storage, pricing, and credit extension. Prerequisite: Economics 200-201.

345. American Economic History.
An analysis of the American economy from colonial times to the present, stressing the development of economic institutions and a study of the changes taking place in the methods of production and organization of enterprise. Emphasis on quantitative aspects of history. Prerequisite: Economics 200-201.

401. Independent Study.

402. Seminar.

Education

BENJAMIN T. SHAWVER, *Professor, Chairman*
ALBERT NICHOLAS, *Professor*
CHARLES E. WINGO, *Professor*
KATYE L. DAVENPORT, *Instructor*

Courses in education are provided for students preparing to teach in elementary and secondary schools. Each teacher-preparation candidate fulfills fields of concentration requirements in other departments of the college.

Teacher Preparation.
Students expressing an interest in teaching as a career are advised to pursue programs of study which take into account their subject interests and personal aptitudes, capacity and desire to qualify for various teacher-preparation programs and age-levels of pupils.

Programs of study include ones which may be completed at Monmouth. They lead to certification by the state of Illinois. One of these is the Urban Semester Program of the Associated Colleges of the Midwest; it is described under Special Study Programs. Other programs may be started at Monmouth and completed in one of the graduate schools. A level of scholarship which enables one to qualify for admission and pursuit of graduate study is an essential prerequisite for the latter.

Candidates for State of Illinois Certificates.
A student at Monmouth College electing to complete preparation for the Illinois State Standard Elementary, High School or Special Certificates fulfills concentration and distributional requirements. Simultaneously the student studies general psychology; educational psychology; American history or American government; guidance, tests and measurements; philosophy of education or history of education, and is a participant in elementary or secondary student teaching.

In addition, there is some specialization. The nature of this is dependent upon the type of certificate sought. A student seeking the Standard Elementary Certificate, valid for kindergarten through grade nine, studies "Essentials of Mathematics," "Teaching of Reading and Other Language Arts," "Teaching of Art and Children's Literature," "Music for Elementary Teachers" or "Introduction to

Music," and "Teaching of Science" or a third course in natural science beyond the two-course sequence required to meet the natural science and mathematics distributional requirements. "Elementary School Physical Education" is recommended, but is not required.

Specialization for the Standard High School Certificate, valid for teaching in grades six through twelve, includes the following: a course in general or special methods, a minimum of three courses in addition to the seven required for fulfillment of the field of concentration major and a minimum of five courses in one or more related fields. Department chairmen approve the content of the major and related fields.

Students seeking the Standard Special Certificate, which is valid for teaching in grades kindergarten through fourteen, specialize as required for the Standard High School Certificate except that the methods study and student teaching must be planned with reference to the grades covered by the certificate.

Monmouth's teacher preparation programs are administered by the Teacher Education Committee, a committee of the faculty. Screening applicants for admission to teacher training and student teaching are important functions of this committee. The screenings occur usually not later than the first and third terms of a given student's junior year, respectively. Academic achievement, personal qualities, and interest in teaching are major considerations among the criteria for admission.

Most students completing preparation for State of Illinois Certificates are able to obtain certificates in other states. Advisers in the Department of Education are prepared to discuss specific requirements of other states.

201. Educational Psychology.

A study of theories of learning involved in educative processes and practices. Special attention is given to physical, social, mental, and emotional growth and development. Developmental procedures in readiness and motivation are considered. Prerequisite: Psychology 101 or permission of the instructor.

202. Guidance, Tests and Measurements.

Includes study of basic principles of guidance; test construction, administration, and interpretation; and fundamental statistical methods applied to testing. A variety of tests are analyzed; their use in elementary and secondary schools is considered. Prerequisite: Psychology 101 or permission of the instructor.

301. Teaching of Reading and Other Language Arts.

A study of theories employing a multi-sensory approach. This includes hearing, seeing, speaking and writing. Prerequisites: Education 201 and 202 or permission of the instructor.

302. Secondary School Methods and Techniques.

A general methods course for high school teachers. This course includes a study of curriculum, unit and daily lesson planning, development of critical thinking, teaching for transfer, factors involved in discipline, and evaluation. Prerequisites: Education 201 and 202 or permission of instructor.

304. Teaching of Science.

A study of objectives, methods, and materials of science education. Plans to teach content from the natural sciences are made and implemented in elementary and

high school classrooms. Prerequisite: a sequence of two terms in a laboratory science.

326. Teaching of Art and Children's Literature.
A lecture and laboratory course on problems of teaching art and literature in elementary classrooms. In art the emphasis is placed on the creative processes, lesson planning, and actual experience with various media and techniques used in the elementary school. In literature the emphasis is placed on exploring the wide range of children's literature and developing ways of using this prose and poetry to meet the needs and interests of children at various levels of development. Prerequisite: junior or senior standing.

326S. Elementary School Art Workshop.
A laboratory course designed to give prospective teachers experience with various media and techniques used in teaching art, to acquaint them with sources of art material, and to develop ways of relating art to other classroom activities. Prerequisite: permission of instructor.

327S. Children's Literature.
A study of children's literature from the seventeenth century to the present day. Emphasis is on the creative use of prose and poetry in every subject matter field of the elementary curriculum. Prerequisite: permission of instructor.

330S. Audio-Visual Materials, Equipment, and Methods.
Criteria for selection, utilization, and evaluation of audio-visual materials and equipment. Training in the preparation and use of materals and operation of equipment in teaching. Admission requires approval of the head of the department.

400. Independent Study.
Investigation of special topics relevant to teaching and teacher preparation. Prerequisite: approval of the head of the department.

401 & 402. Student Teaching.
Directed observation and supervised teaching in grades and/or subjects within the scope of the certificate sought. Each student works in a public school under the supervision of one or more cooperating teachers and a college supervisor from the Department of Education. Candidates for the special and high school certificates are supervised also by faculty representing their major fields. Prerequisite: approval of Teacher Education Committee.

404S. Phonics Workshop.
Two weeks of intensive study with 45 hours of classroom instruction in addition to outside reading requirements. Studies will be based on use of the 44 basic speech sounds as perceptual skills in teaching reading. The language laboratory, which utilizes tape-recorded language drills, will be available for practice in producing and applying speech sounds in the teaching of reading.

405. Urban Education Seminar.
A study of the objectives, organization, programs, and problems of schools in large urban centers. Registration limited to appointees to Urban Semester Program of the Associated Colleges of the Midwest.

Courses below are offered by other departments and cross-referenced by the Department of Education. Descriptions are found under the departments indicated.

English 430. Teaching of Secondary School English.

French 406. Methods of Teaching French.

German 460. Methods of Teaching German.

History 313. History of Education.

Mathematics 110, 111. Essentials of Mathematics.

Music 312. Teaching Music in the Elementary Schools.

Philosophy 211. Philosophy of Education.

Physical Education 206. Elementary School Physical Education.

Physical Education 300. Physical Education Tests and Measurements.

Psychology 225. Developmental Psychology.

Psychology 303. Abilities.

Psychology 305. Psychology of Learning.

Spanish 460. Methods of Teaching Spanish.

English

JEREMY MCNAMARA, *Assistant Professor, Chairman*
ADELE KENNEDY, *Associate Professor*
RICHARD LEEVER, *Associate Professor*
GRACE BOSWELL, *Assistant Professor*
MURRAY MOULDING, *Instructor*
PHILLIP PAGE, *Instructor*
ADLIN SLAUGHTER, *Instructor*
GARY WILLHARDT, *Instructor*

FIELD OF CONCENTRATION

(a) English 101 and 102; two sophomore-level survey courses, at least one of which must be British.
(b) Seven courses are required beyond the sophomore level: (1) one course in

Shakespeare; (2) one course in English Literature of the period before 1800 (in addition to Shakespeare); (3) one course in English Literature of the period after 1800; (4) one course in American Literature beyond the survey level; (5) either English 314 (History of the Language) or English 315 (Advanced Exposition); and two electives. At least one of the literature courses must be at the 400 level.

101. Freshman English (Literature and Composition).

This course is devoted to the study and application of basic expository techniques and the study of fiction; weekly themes are written. Required of all freshmen.

102. Freshman English (Literature and Composition).

This course is devoted to the study and application of basic expository techniques and the study of poetry and drama; weekly themes are written. Required of all freshmen. Prerequisite: English 101.

Note: The general prerequisites for all the following courses are English 101-102. For courses 201, 202, 203, 204 and 205, sophomore standing or consent of instructor are necessary.

201. Survey of British Literature.

Major British writers from Chaucer to 1800.

202. Survey of British Literature.

Major British writers from 1800 to the present.

204. Survey of American Literature.

Major American writers from the colonial period to 1880.

205. Survey of American Literature.

Major American writers from 1880 to the present.

206. Poetry.

An intensive study of English and American poetry as a *genre* with emphasis on theme, structure, technique.

209. European Drama.

A study of drama as a type of literature and a critical reading of Continental plays from Aeschylus to Ibsen. Emphasis on the literary qualities and social significance of the plays.

211. Russian Literature in Translation.

A study of representative Russian novels and short stories by the major authors of the nineteenth and twentieth centuries (Chekhov, Dostoevski, Gogol, Pasternak, Sholokhov, Tolstoi, Turgenev) against the political and social backgrounds of their times.

215. Japanese Literature in Translation.

A study of selections from Japanese literature with special reference to Western impact on its development. See Japanese 315.

220. European Short Story.

French, Russian, German, Spanish, Italian, and British short stories are studied. National characteristics and techniques are examined.

221. Classical Mythology.

See Classical Civilization 221.
Note: This course may be counted toward the fulfilling of the Humanities Divisional requirement, but not toward a major in English.

301. Modern British Prose.

Leading British writers and movements of the last thirty years.
(alternate years)

302. Chaucer.

A study of Chaucer's England, his language, and his writing, especially *The Canterbury Tales.*
(alternate years)

303. Medieval English Literature.

English literature, excluding Chaucer, to 1500.
(alternate years)

304. Romanticism in American Literature.

A study of selected poets and prose writers representative of American romanticism.
(alternate years)

305. Realism and Naturalism in American Literature.

A study of selected poets and prose writers representative of American realism and naturalism.
(alternate years)

306. Creative Writing.

Practice in the analysis of fictional and poetic forms and in the writing of fiction and poetry. Students who wish to enroll in this course should submit examples of their writing and obtain permission from the instructor.

307. The English Novel.

The English novel from the eighteenth century to the present.

308. The American Novel.

The development of the American novel from Cooper through Steinbeck with considerable attention to form, structure and narrative techniques.

313. The English Romantic Movement.

A study of British poetry and prose of the Romantic period.
(alternate years)

314. History of the English Language.

A study of the historical development of the English language, including some

attention to internal history—sounds and inflections—as well as to external history —political, social, and intellectual movements and forces that have affected the development of the language at different periods. Attention to the later stages of the development of English will include some examination of the contribution of recent linguistic studies to present-day knowledge of and attitudes toward English.

315. Advanced Exposition.
Practice in the analysis of expository techniques and in the writing of expository prose, with special attention in conference to individual writing problems.

318. Victorian Literature.
A study of British poetry and prose of the Victorian period. Offered in alternate years.

321. Renaissance Poetry.
British poetry from Wyatt to Milton. Offered in alternate years.

322. Eighteenth Century Literature.
A study of British literature from the Restoration to 1800.
(alternate years)

352. Literature Criticism.
The major examples of literary criticism from classical times to the present.
(alternate years)

361. Shakespeare.
A study of the comedies and history plays.

362. Shakespeare.
A study of the tragedies and romances.

363. Renaissance Drama.
A study of British drama from 1580-1842.
(alternate years)

403. Modern Poetry: British and American.
A study of twentieth century British and American poetry. The course is conducted as a seminar with emphasis on literary movements and social significance. Prerequisite: senior standing and consent of the instructor.
(alternate years)

410. Modern Drama.
A study of Continental, British, and American drama from Ibsen to the present. Emphasis on major movements: Realism, Impressionism, Expressionism, Existentialism.

430. Methods of Teaching English in the Junior and Senior High School.
A study of the basic approaches to the teaching of poetry, fiction and drama and their application in the classroom. Some attention will also be devoted to the teaching of grammar and composition, marking of themes, and preparing and

grading examinations, etc. Prerequisites: completion of the required Education courses, with the exception of student teaching, and consent of the instructor.

450. Individual Study in English Literature.

451. Individual Study in American Literature.

These two courses will be listed on the schedule with specific instructors. Students should make arrangements with the appropriate instructor as to the nature of their individual study projects before enrolling for these courses.

Geology

DONALD L. WILLS, *Associate Professor, Chairman*
JOHN C. PALMQUIST, *Associate Professor*

FIELD OF CONCENTRATION

(a) A minimum of seven term courses, excluding Geology 101-102-103.

(b) At least five term courses in a related field. These may be taken in departments approved by adviser.

(c) At least one term of independent study.

(d) It is recommended that a summer field course be taken prior to the senior year.

(e) Teaching Major. A student desiring to obtain an Illinois State Standard High School Certificate for teaching must complete the requirements for a field of concentration in geology plus the required courses in the department of education.

101. Physical Geology.

An introduction to the science of the earth. Materials composing the earth and the work of agencies both external and internal modifying its surface. Laboratory field trips to areas of geologic interest. Open to all students.

102. Historical Geology.

A comprehensive review of what is known and inferred about the history of the earth from its beginning to the present. Laboratory field trips to areas of geologic interest. Prerequisite: Geology 101.

103. Hydrology.

Physical and chemical properties of water; interaction of water with the atmosphere, lithosphere and biosphere; water use and conservation. Material is presented by members of the biology, chemistry, and physics departments as well as by the geology staff. Prerequisite: completion of the two-term sequence in a laboratory science.
(alternate years)

211. Introductory Petrology.

The chemistry and mineralogy of the important rock-forming minerals. Origin,

occurrence and classification of the igneous, sedimentary and metamorphic rocks. Prerequisite: Geology 102.
(alternate years)

322. Geomorphology.
Consideration of the fundamental concepts of the origin and development of land forms. One of the major tasks in the course will be to utilize quantitative methods of land form analysis. Prerequisite: Geology 102.
(alternate years)

214. Problems in Field Geology.
Selected areas of geology are visited between the second and third terms to provide the student with actual field experience. Credit for this course is given after two field programs have been completed or after the completion of one field program and a paper covering a specific problem in which the work was initiated on the field trip. This course may be taken for more than one term credit, but only one credit will be accepted toward the seven courses required for the field of concentration. Prerequisite: Geology 101, 102, or permission of the instructor.

221. General Paleontology.
Fundamental treatment of the basic concepts of paleontology. Systematic consideration of morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils. Prerequisite: Biology 201 or consent of the instructor.
(alternate years)

302. Stratigraphy.
Principles of stratigraphy; genetic relations and correlation of rock and time rock units. Prerequisite: Geology 221 or consent of the instructor.
(alternate years)

212. Mineralogy.
Crystallography, crystal chemistry, and descriptive mineralogy; mineral occurrences, associations and uses. Prerequisite: Chemistry 101 or concurrent registration.
(alternate years)

304. Optical Mineralogy.
A study of the behavior of light as it interacts with the atomic structure of crystals; isotropic, uniaxial and biaxial minerals are studied using the polarizing microscope. Prerequisite: Geology 212.
(alternate years)

311. Structural Geology.
Character, classification, and origin of rock structures. Prerequisites: Geology 102, first-year physics.
(alternate years)

203. Aerial Photographs and Geologic Maps.
Interpretation of geologic maps and aerial photographs.
(alternate years)

404. Directed Study and Seminar in Igneous and Metamorphic Petrology.
Open only to seniors in geology.

Government

Roy M. McClintock, *Associate Professor, Chairman*
Cecil C. Brett, *Associate Professor*
Adolph W. Riederer, *Instructor*

FIELD OF CONCENTRATION

(a) A minimum of eight courses, including Government 201 and 202, 341 or 342 or 343 and 404.

(b) A minimum of five courses in one or two related departments, chosen after consultation with the adviser.

101. Introduction to Political Science.

A study of the discipline of political science including theory, comparative government, American political institutions, federalism, political parties and foreign policy. Primarily for freshmen.

201. Introduction to American National Government.

A study of the federal government and its constitutional development. Prerequisite: sophomore standing.

202. State and Local Government and Politics.

A study of the political institutions of the 50 states and their subdivisions (counties, townships, cities, etc.); also, the Constitution of Illinois, to meet one of the Illinois requirements for teachers. This course is a sequence to Government 201, although both can be taken independently. Prerequisite: sophomore standing.

300. Government in Washington.

A study of the theory, structure and operation of the federal government through lecture, reading and directed observation in Washington, D. C.

302. Business and Government.

See Economics 302.

303. Government and Labor.

See Economics 303.

310. Public Finance.

See Economics 310.

311. Party and Pressure Politics.

A study of the problems and conduct of elections and primaries in the United States. Special studies are made of current political campaigns. Prerequisites: History 101 and 102 or Government 201 and 202 or History 251 and 252, junior standing or consent of the instructor.

330. Government and Politics in Metropolitan Areas.

Organization, administration and functions of government in metropolitan areas; some special problems. Prerequisite: Government 201 and 202. Junior standing or consent of the instructor.

341. Foreign Governments, I.

A study of government and political activity in England, Canada, France, Germany, Italy, Switzerland, the Scandinavian countries. Prerequisites: History 102 or Government 201 or 202. Junior standing or consent of the instructor.

342. Foreign Governments, II.

A study of government and political activity in the USSR and selected countries of Latin America and Africa. Prerequisites: History 102 or Government 201 or 202. Junior standing or consent of the instructor.

343. Foreign Governments, III.

A study of government and political activity in China, Japan, and India and Asia in general.

351. Political Theory to the Eighteenth Century.

An historical survey and philosophical analysis of political theory from the time of the Greeks to the close of the seventeenth century. Required reading from the works of Plato, Aristotle, Machiavelli, Hobbes, and Locke. Prerequisite: Government 201 or 202.

352. Modern Political Theory.

A continuation of Government 351, from the beginning of the eighteenth century to the present. Required reading from Rousseau, Burke, Hegel, Mill, and Communist, Fascist, and Socialist theorists. Prerequisite: Government 201 and 202.

360. Public Administration.

A study of the nature, scope, and development of the American administrative system, the theory of organization, staff and auxiliary agencies, chief executive, administrative departments, independent regulatory agencies, government corporations, administrative relationships, and science in administration. Prerequisite: Government 201 or 202.

361. Legislatures and Legislation.

A study of the legislative process, methods of getting information, public opinion. and special interest. Prerequisite: Government 201 or 202. Junior standing.

380. World Politics.

A study of states in relation to each other; as friends, rivals, contestants; the influence of nationalism, economic rivalry, power politics; causes of conflict, means of resolving conflict and avoiding war. Prerequisite: Government 201 or 202 or History 102.

381. International Politics of the Far East.

Background of Far Eastern international relations. World War II and its after-

math. Nationalism. The bi-polar conflict in Asia. The politics of neutralism or non-alignment. U. S. policy in Asia.

392. International Law and International Organization.
A study of the growth and nature of international law, substantive and procedural rules, current problems, new developments. A study of the nature, organization, and functions of international organization, serving political and economic ends.

395. American Constitutional Law I.
A study of the federal system and the federal government as developed through judicial interpretation of the Constitution. Prerequisite: Government 201, 202 or consent of the instructor. Junior standing.

396. American Constitutional Law II.
Civil Rights, a study of judicial interpretation of the Federal Bill of Rights, and the Fourteenth Amendment. Prerequisite: Government 201, 202 or consent of the instructor. Junior standing.

SEMINARS AND INDIVIDUAL STUDY

401. Independent Study.
Selected reading, written reports, conferences. Prerequisite: junior or senior standing. By arrangement with the instructor.
(alternate years)

402. Soviet Civilization Seminar.
An interdepartmental (see Economics 402, English 402, and History 402) or a departmental seminar on political and cultural life in the USSR. Prerequisite: consent of the instructor.

404. Senior Seminar.
Required of all majors in government. A schedule of reading, reports, and discussions designed to give a broad knowledge of the literature in the discipline of political science.

History

F. Garvin Davenport, *Professor, Chairman*
Cecil C. Brett, *Associate Professor*
Mary Bartling Crow, *Assistant Professor*
Douglas R. Spitz, *Assistant Professor*
William L. Urban, *Assistant Professor*

FIELD OF CONCENTRATION

(a) A minimum of ten courses, including at least two courses from the 101-103 sequence, 251 and 252, and 400.

(b) Five courses in a related department.

(c) The senior comprehensive examination in history or a thesis.

101. Western Civilization.
The main cultural and political features of Ancient and Medieval Civilization.

102. Western Civilization.
A continuation of 101, but may be taken separately. Emphasis on the Renaissance, Reformation, Commercial Revolution, and rise of national states through the Napoleonic era.

103. Western Civilization.
A continuation of 102, but may be taken separately. Emphasis on the main political, social and economic forces in Europe since 1815.

201. Oriental Civilization I.
Asia before 1600.

202. Oriental Civilization II.
1600 to present.

203. Oriental Civilization III.
Selected topics in cultural and social institutions (economic, government, family, and religions). Philosophy and the arts in modern Asia. Special attention will be given to the impact of Western civilization.

251. American History, 1492-1865.
A study of the main political, social, and economic factors in the colonial, early national and Civil War periods.

252. American History Since 1865.
A continuation of 251, but may be taken separately. Emphasis on Reconstruction, rise of big business, agrarian and labor movements, the New Deal and the United States as a world power.

301. Modern China.
Covers the periods from 1800 to the present, with emphasis on the impact of the West on China.

302. Modern Japan.
Social, economic, and political development of modern Japan, with emphasis on the Japanese response to the problems posed by contacts with the Western world.

303. Modern India.
A study of political, social, and economic factors in modern India, with particular attention to British colonialism and the independence movement.

311. History of Greece.
From the Minoan civilization through the Hellenistic period. Emphasis on the social, cultural, and political development significant in the context of Western civilization. Not open to freshmen.

312. History of Rome.
An interpretation and evaluation of Roman civilization with special emphasis on the role of Rome in the founding of Europe. Not open to freshmen.

313. History of Education.
Starts with the educational institutions of Europe, but the emphasis is on the evolution of the American public school system. Some attention to colleges and parochial schools.

322. Medieval History.
A study of medieval social and cultural life and its influence on later history. Prerequisite: History 101 or consent of instructor.

333. French Revolution and Napoleon.
The ancient regime, the enlightenment of the eighteenth century, the revolution, and the rise of Napoleon. Prerequisite: History 102 or consent of instructor.

334. Nineteenth Century Europe.
A study of the industrial revolution, the growth of democracy, nationalism, and imperialism from 1815 to 1890.

335. Twentieth Century Europe.
An investigation of European history from 1890 to the present with emphasis on imperial and Nazi Germany as the focal point of European politics.

341. History of Great Britain.
English political and social development from the fifteenth to the eighteenth century.

342. History of Great Britain.
A continuation of 341, but may be taken separately. Growth of the Empire, the development of the modern parliament, and political and social reform. England in the two world wars of the twentieth century.

343. Tudor-Stuart England.
The social, economic and political development of England from the late fifteenth to the early eighteenth centuries. Special emphasis on the seventeenth century revolutions.

344. Modern Russia.
A study of the political, social and economic development in Russia in the nineteenth and twentieth centuries. Emphasis on the period since 1856 with special attention to Marxian ideology.

351. History of American Culture.
A study of American social and cultural growth from the colonial period to about 1910. Prerequisite: History 251-252 or consent of the instructor.

353. Twentieth Century America.
A study of the social and intellectual life of the United States from about 1910 to the present. Prerequisite: History 351 or consent of the instructor.

384. History of the South.
A study in regional history. Emphasis on the social and economic life of the South from 1800 to 1880.

SEMINARS AND INDIVIDUAL STUDY

400. Junior Seminar.
Introduction to historical method and research. Individual projects. Required of all history majors in the junior year.

404. Studies in American Civilization.
Individual projects in American social history since 1870.

408. Senior Seminar.
Individualized study in American or European history.

Mathematics

R. D. Boswell, Jr., *Professor, Chairman*
Paul Cramer, *Associate Professor*
James McAllister, *Associate Professor*
John D. Arrison, *Assistant Professor (on leave 1965-68)*
David Ehlert, *Assistant Professor*
John C. Nichols, *Assistant Professor*
Shirley Ann Stewart, *Instructor*
Fern W. Cramer, *Instructor (part-time)*

FIELD OF CONCENTRATION

(a) A major in mathematics shall consist of a minimum of: Mathematics 151, 152, 251, 252, 254, 311, 312, 301, 302 and a seminar or independent study course. A reading knowledge of French, German, or Russian is required.

(b) Students who complete the teacher certification requirements may obtain a major in mathematics consisting of at least 10 term courses including mathematics 151, 152, 251, 311, 312, 316 or 401, and a seminar or independent study course. A reading knowledge of French, German, or Russian is recommended.

(c) Five related courses from one or two other subjects approved by the department.

NOTE: No course numbered below 151 will be counted toward a major in mathematics.

100. Introduction to Mathematics.
The number system, sets, axioms, classical and modern geometry, functions and graphs. This course is designed for the general liberal arts student.

105. Mathematics of Finance.
Interest, discount, annuities, amortization, sinking funds, bonds, depreciation, elements of actuarial science.

106. Elementary Statistics.
A study of central tendency and variability; frequency, binomial, normal and chi-square distributions; correlation and regression; analysis of variance and applications in related fields.

110. Essentials of Mathematics I.
Fundamental operations with natural numbers, inequalities, decimal numbers, percentage, measurement, irrational numbers. Enrollment limited to students preparing to teach elementary school mathematics.

111. Essentials of Mathematics II.
A continuation of Mathematics 110 with emphasis on the structure of the real number system and its sub-systems; topics from elementary geometry. Prerequisite: Mathematics 110.

131. Principles of Mathematics.
Review of some topics in algebra, functions, trigonometric functions and systems of equations. This course is designed as a pre-calculus course for those who are not proficient in algebra and trignometry. Prerequisite: two and one-half units of high school mathematics.

151. Analytic Geometry and Calculus I.
Elements of analytic geometry and of the calculus of functions of one variable. Prerequisite: three and one-half units of high school mathematics or Mathematics 131.

152. Analytic Geometry and Calculus II.
Continuation of Mathematics 151. Prerequisite: Mathematics 151.

251. Analytic Geometry and Calculus III.
Continuation of Mathematics 152. Prerequisite: Mathematics 152.

252. Analytic Geometry and Calculus IV.
Infinite series, partial derivatives, multiple integrals, introduction to differential equations. Prerequisite: Mathematcs 251.

254. Differential Equations.
An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 252.

301. Advanced Calculus.
A theoretical development of the calculus of one and several variables including topological concepts, limit theorems, differentation, integration, series, pointwise convergence and uniform convergence. Prerequisite: Mathematics 252.

302. Advanced Calculus.
Continuation of Mathematics 301. Prerequisite: Mathematics 301.

306. Applied Mathematics.
Vector analysis, Laplace transform, numerical solutions of ordinary differential equations, partial differential equations, boundary value problems, problems from mathematical physics. Prerequisite: Mathematics 254.

307. Applied Mathematics.
Continuation of Mathematics 306. Prerequisite: Mathematics 306.

311. Introduction to Modern Algebra.
Rings, integral domains, fields, groups, determinants and matrices. Prerequisite: Mathematics 152.

312. Introduction to Modern Algebra.
A continuation of Mathematics 311. Prerequisite: Mathematics 311.

315. Theory of Numbers.
The properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences, residues, additive number theory. Prerequisite: Mathematics 152.

316. College Geometry.
Foundations of plane geometry, geometric constructions, use of loci, fundamental theorems, the harmonic range, systems of circles, inversion. Prerequisite: Mathematics 252.

339. Probability and Statistics.
Probability, mathematical expectation, sampling, distributions, testing hypotheses, regression and correlation, analysis of variance. Prerequisite: Mathematics 152.

340. Probability and Statistics.
Continuation of Mathematics 339. Prerequisite: Mathematics 339.

341. Functions of a complex variable.
Algebra of complex numbers, limits, differentiations, analytic functions, integration, series, residues, conformal mappings. Prerequisite or co-requisite: Mathematics 302.

401. Projective Geometry.
An axiomatic approach to projective geometry. Prerequisite: Mathematics 152.

411. Introduction to Topology.
Metric spaces, general topological spaces, compactness, separation and connectedness. Prerequisite: Mathematics 312.

412. Introduction to Topology.
Continuation of Mathematics 411. Prerequisite: Mathematics 411.

421. Independent Study and Seminar.
Selected topics in advanced mathematics. Prerequisite: Mathematics 312.

422. Independent Study and Seminar.
A continuation of Mathematics 421.

Engineering 101. Engineering Drawing and Descriptive Geometry.
Use of instruments, orthographic projections, dimensioning, sectioning, and pictorial drawing. Representation of points, lines, planes, and curved surfaces with applications.

Engineering 102. A Continuation of Engineering 101.

Engineering 203. Surveying.
Plane and topographical surveying with field work in the use of tape, level, and transit. Prerequisite: Mathematics 131 or the equivalent.

207. Analytic Mechanics.
Statics coplanar or forces in space, centroid center of gravity, friction, moment of inertia, introduction to dynamics. Prerequisites: Mathematics 152, Physics 103.

Modern Foreign Languages

HARRY W. OSBORNE, *Professor of French, Chairman*
DOROTHY DONALD, *Professor of Spanish (on leave first term 1967-68)*
ERIKA BLAAS, *Associate Professor of German*
CONSTANCE HAMPL, *Associate Professor of French*
MOMCILO ROSIC, *Associate Professor of Russian*
RICHARD LEEVER, *Associate Professor, (Department of English)**
EDENIA GUILLERMO, *Assistant Professor of Spanish*
ARTURO SERRANO, *Assistant Professor of Spanish*
SAMUEL JAFFE, *Instructor in German*
WALTER LICHTENSTEIN, *Instructor in French*

FIELD OF CONCENTRATION

(a) A departmental unit of at least eight term courses beyond 101-102 covering the significant periods of the literature. Proficiency in the spoken and written language, evidence of ability to develop a linquistic or literary subject involving research, organization, and critical judgment through at least one independent study course.
(b) A minimum of five term courses chosen from one or two related fields with the approval of the departments concerned. When the related field is a second foreign language, a minimum of four term courses beyond 101 and 102 and satisfactory proficiency in the spoken and written language.
(c) Senior comprehensive examination.
(d) Foreign language selected as a teaching minor by majors in other departments: four term course beyond the elementary level and satisfactory proficiency in the spoken and written languages.

**Part-time—Russian*

Students are encouraged, under the guidance of the department, to participate in an accredited foreign study program. Candidates for foreign study must be approved by the department and programs must be planned well in advance.

On the basis of placement examinations, recommendations for courses are made to students who wish to continue a language studied in high school. A proficiency examination provides a means of meeting the foreign language requirement for graduation.

FRENCH

101. Elementary.

Introduction to spoken and written French. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns. This course builds a foundation for reading the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

Selected readings of modern literature, with conversational approach. Continued emphasis on oral and written expression aided by laboratory practice.

202. Intermediate.

A continuation of 201.

299. Written and Oral Practice.

A study of French language structure beyond the intermediate level. Grammar, written and oral composition and insistence on accuracy of expression. Prerequisite: French 202.

310. Advanced Composition and Conversation.

An advanced course in the study of French grammar, composition, style, and phonetics. Prerequisite: French 299.

311. The Evolution of French Literature. Part I.

A chronological study of French literature from the Middle ages to the end of the eighteenth century. The goal of this course is to present a chronological picture of the development of French letters with special attention to the seminal ideas, the main streams of development, and the various literary schools whose theories have played such an important role in the history of French culture. Prerequisite: French 202.
(alternate years)

312. The Evolution of French Literature. Part II.

A choronological study of French literature from the beginning of the nineteenth century to the present day. A continuation of French 311. Prerequisite: French 202.
(alternate years)

313. French Poetry from the Middle Ages to the Present Day.

A study of the main currents in the development of poetry since the fifteenth century and a detailed study of representative works of the most significant French poets. Prerequisite: French 202.
(alternate years)

314. French Drama from the Renaissance to the Present Day.

A study of the main currents in the development of the French theatre from the time of the Pleiade to the present day and a detailed study of representative works of the most significant French dramatists. Prerequisite: French 202.
(alternate years)

315. The French Novel from the Seventeenth Century to the Realist Movement.

A study of the main currents in the development of the French novel and a detailed study of representative works of the most significant French novelists from 1600 to 1850. Prerequisite: French 202.
(alternate years)

316. The French Novel from the Realist Movement to the Present Day.

A study of the main currents in the development of the French novel and a detailed study of representative works of the most significant French novelists from 1850 to the present day. Prerequisite: French 202.
(alternate years)

320. Individual or Group Study.

Specialized study, under guidance of the instructor, of certain aspects or periods of French literature i.e., medieval literature, the "Encylopedist," French lyrics, memoirs and letters.

401. Independent Study.

Individual research problems under the guidance of the instructor.

460. Methods of Teaching Modern Foreign Languages.

Discussion, observation, and practice in the field of foreign language teaching. Introduction to phonetics and liguistics. Attention given to teaching in elementary grades and practice with audio-visual aids.
(alternate years)

GERMAN

101. Elementary.

An introduction to the German language, with emphasis on pronunciation and comprehension. Laboratory practice supplements classroom instruction. A foundation for reading and writing the language.

102. Elementary.

A continuation of 101.

201. Intermediate.

Extensive reading of modern literature. Continued attention to written expression

through diary, letter, and essay writing; further practice in conversation through class and laboratory work. Acquaintance with essential aspects of German culture, through such media as monthly German newsreels.

202. Intermediate.
A continuation of 201.

298. Composition and Conversation.
Concentrated training in fluent written and oral expression. Introduction to diary and letter writing.

299. Advanced Composition and Conversation.
Introduction to the writing of expository prose in German with special attention to individual writing problems. Analysis and discussion of topics. Emphasis on free composition.

300. Periods of German Literary History.
A study of the major works and movement in German literature from the Early Period to the Age of Enlightenment. Basic literary trends from the Storm and Stress movement to the present. Extensive use of phonograph records of the "Literatur-Archiv."

301. German Literature from Naturalism to the Present.
A study of major figures and movements in German literature of the twentieth century. (Friedrich Nietzsche to Kafka; Stefan George to Gottfried Benn; Gerhart Hauptmann to Bertholt Brecht). Attention will be also directed to the relation between literature and the socio-political history of the period.

302. German Literature of the Nineteenth Century.
Poetry and the "Novelle" during the period 1830-1880. Critical reading of selected works by Droste-Hülshoff, Gotthelf, Heine, Kleist, C. F. Meyer, Mörike, Storm and others.

303. German Romanticism.
A study of selections from the major writers of the Romantic Movement in Germany. Critical definitions of Romanticism and romantic theories of literature in connection with careful analysis of representative texts. (Tieck, die brüder Schlegel, Novalis, Brentano, Arnim, Eichendorff, E.T.A. Hoffman and Heine.)

304. Schiller and the German Classical Drama.
A study of Schiller's life and major dramatic works with emphasis on his specific role in the development of the German classical drama.

305. Goethe.
An introduction to the study of Goethe's life and works. Particular emphasis is placed on the development of Goethe's style and thought as revealed through an analysis of the Faust-drama in the various stages of its development.

306. German Literature from Baroque to the Storm and Stress Movement.
Particular attention is devoted to the literary revolution of the mid-eighteenth century and its radical break with mimetic-pragmatic poetics and the rhetorical

tradition. The theoretical work of such representative figures as Opitz, Gottsched, Lessing and Herder is studied in relation to the poetic production of the period.

320. Individual or Group Study.
Specialized study, under guidance of the instructor, of certain aspects of German literature and scientific and philosiphical writings. Prerequisite: a 300 course or consent of the instructor.

401. Independent Study.
Individual research problems under guidance of the instructor. Preparation for studies in Germany.

460. Methods of Teaching German.
See French 460.

Reading in the Field of Concentration.
See Chemistry 404, Biology 401, and Physics 401. In such courses the department acts as a consultant for German-language material.

NOTE: Courses 301, 306 are not necessarily offered in every year.

JAPANESE

101. Elementary.
An introduction to standard Japanese, with emphasis on structural characteristics of the language. Laboratory exercises provide drills in pronunciation and practice in listening, comprehending and speaking.

102. Elementary.
A continuation of 101, with introductory work in written Japanese.

103. Elementary Conversation and Composition.
Review of the essentials of Japanese grammar covered in Japanese 101 and 102 with extensive drills and practice in speaking, comprehending, reading, and writing. The aim of the course is a synthetic understanding of the structure of the language rather than analytical one.

201. Intermediate.
Continued emphasis on the oral and written language. Readings from Japanese authors with audio-visual aids.

202. Intermediate.
A continuation of 201.

315. Japanese Literature in Translation.
See English 215. Students taking this course as Japanese 315 are required to read extracts from the principal works in Japanese and take special examinations over this material.

320. Individual or Group Study.
Specialized study under guidance of instructor of selected phases of Japanese literature. Oral approach.

RUSSIAN

101. Elementary
Introduction to the spoken and written Russian language, with emphasis on the distinctive characteristics of the structure of the language. The laboratory affords drills in pronunciation and practice in listening, comprehending, and speaking. It also facilitates the acquisition of an active and passive vocabulary and use of grammatical principles.

102. Elementary.
A continuation of 101 including simplified reading of Chekov.

103. Elementary.
Review of elementary grammar and supplementary work covered in the first two terms. Practical experience in conversation and graded readings. It serves as a bridge between the elementary and intermediate courses. Prerequisite: Russian 102.

201. Intermediate.
Continued emphasis on the oral and written language through laboratory practice. Readings from Russian authors, with audio-visual aids, affording a broader acquaintance with the Russian language and its people.

202. Intermediate.
A continuation of 201.

299. Conversation and Composition.
The course is aimed to train students in understanding, speaking, and writing with some degree of fluency; and to aid them in acquiring an up-to-date vocabulary dealing with Russian and everyday life. Outside readings. Prerequisite: Russian 202.

301. Masterpieces of the Nineteenth Century.

302. Masterpieces of the Twentieth Century.

311. Russian Literature in Translation.
See English 211. Students taking this course as Russian 311 are required to read extracts from the principal works in Russian and to take special examinations over this material.

320. Individual or Group Study.
Specialized study, under guidance of the instructor, of certain aspects of literature and other fields of Russian culture.

401. Independent Study.

SPANISH

101. Elementary
An introduction to Spanish as a spoken and written language. Regular practice

in the classroom and laboratory in hearing and imitating current, realistic speech. Four-fold aim of speaking, comprehending, reading and writing the language.

102. Elementary.
A continuation of 101.

201. Intermediate.
Continued emphasis on the spoken and written languages, aimed toward adequate oral and written expression. Readings from modern literature, with analysis and interpretation. Acquaintance with cultural aspects of Spain and Spanish America.

202. Intermediate.
A continuation of 201.

299. Written and Oral Practice.
Spanish language structure beyond the intermediate level; conversation based on readings; written composition aimed towards accuracy of expression, use of tapes and discs.

301. Introduction to Spanish Literature.
Medieval period through Cervantes and Lope de Vega. Telescopic rather than microscopic approach. Prerequisite: Spanish 202.
(alternate years)

302. Introduction to Spanish Literature.
Baroque Age through Galdos. Prerequisite: Spanish 202.
(alternate years)

303. Generations of 1898 and 1914.
Ganivet, Costa, Unamuno, Azorin, Maeztu, Menendez-Pidal, los Machado; Ortega, D'Ors, Perez de Ayala, Miro, Gomez de la Serna, Benavente. Prerequisite: Spanish 301 or 302.
(alternate years)

304. Contemporary Spanish Literature.
Generation of 1927 (Lorca, Diego, Alberti, Guillen, Aleixandre, Salinas, Cernuda, Damaso, Alonso, Hernandez); and brief appraisal of Post-Civil War Literature (Cela, Matute, Goytisolo, Gironella, Celaya, Otero). Prerequisite: Spanish 301 or 302.
(alternate years)

307 Spanish-American Novel of the Twentieth Century.
Analytical readings of selections from the works of Azuela, Güiraldes, Gallegos, Rivera, Barrios, Mallea, Borges, Prado, Rulfo, Rojas, Sabato. Prerequisite: Spanish 202.
(alternate years)

308. Contemporary Spanish-American Poetry.
From Dario to the present.
(alternate years)

309. Spanish American Theatre and Essay of the Twentieth Century.
A study of the selected works by Rodo Vasconcelos, Reyes, Pecon Salas, Mallea, Borges, Arciniegas, Manach and other outstanding essayists; a study of selected plays by Florencio Sanchet, Usigil, Osorio, Gorostiza, and other contemporary Spanish-American playwrights.
(alternate years)

316. Cervantes.
Don Quijote, Novelas ejemplares, teatro.

320. Individual or Group Study.
Specialized study under guidance, of certain aspects of Spanish literature, i.e., Romancero, picaresque novel, Golden Age drama; or of Spanish-American literature, i.e., literature of the colonial period, modern essay, novels of the Mexican Revolution, Masterpieces of Spanish-American literature.

401. Independent Study.
Individual research problems under guidance of the instructor.

460. Methods of Teaching Spanish.
See French 460.
(alternate years)

Music

HEIMO A. LOYA, *Professor, Chairman*
ELWOOD BALL, *Assistant Professor*
PETER S. HILL, *Instructor*
DENNIS W. SWEIGART, *Instructor*
GRACE GAWTHORP PETERSON, *Instructor (part-time)*

It is the aim of the Music Department to provide:

1. Opportunities in performance and classwork for all students to develop an understanding and appreciation of music as a part of their liberal arts education.
2. A four-year course for students whose interest leads them to concentrate in music as an end in itself or as preparation for graduate study and a professional career.
3. A four-year course which will comply with state requirements in both music and education for students who wish to become supervisors or teachers of music in elementary and secondary schools.

FIELD OF CONCENTRATION

(a) A departmental unit of at least the following courses: Music 102, 103, 201, 202, 321, 322, 402, and two courses in one area of Applied Music (private lessons).

(b) At least five related courses chosen with the approval of the adviser.

NOTE: A general major should carry, in addition to the above, Music 203, 301, 302.

A performance major should carry, in addition to the above, Music 311, and two additional courses in Applied Music.

A student preparing for certification in Music Education with vocal emphasis should carry Music 311, 312, 313 and an additional course in secondary applied music as well as the necessary courses in the Education Department.

A student preparing for certification in Music Education with instrumental emphasis should carry Music 311, 314, and one additional course in secondary instruments as well as the necessary courses in the Education Department.

101. Introduction to Music.

This course is designed to develop an understanding of music through a study of musical materials, principles of organization, and historical styles. Open to all students; those with little or no musical experience should enroll in Section A; prospective majors and those with considerable musical training. Section B.

102. Theory of Music I.

An approach to the elements of music-melody, harmony, rhythm, and form, as employed during the functional harmonic period, (eighteenth and nineteenth centuries), through the development of skills in hearing, singing, keyboard, writing, and analysis.

103. Theory of Music II.

A continuation of Music 102.

201. Theory of Music III.

Advanced Harmony. A continuation of Music 103.

202. Theory of Music IV.

A continuation of Music 201.

203. Counterpoint.

The principles of modern counterpoint. Analysis and composition of two- and three-part inventions. Introduction to canon and fugue.

301. Form and Analysis.

A study of the principal forms and procedures of Western music from the late seventeenth century to the present. Prerequisite: Music 101.
(alternate years)

302. Orchestration.

Study of the characteristics and potential of orchestral instruments, and of their combination in small groups and in the full orchestra. Arranging original compositions for musical groups on the campus. Individual study.
(alternate years)

311. Conducting.

Principles and methods of conducting, technique of the baton, interpretive study

of both choral and instrumental scores, practical experience in conducting musical groups on the campus.

312. Teaching Music in the Elementary Schools.

Music fundamentals, teaching skills, and actual teaching methods at different age levels. A comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique.

313. Music Education I.

Teaching and administration of vocal music in secondary schools. The general music program, the changing voice, instructional problems, and materials for vocal ensembles and operetta production.

314. Music Education II.

Teaching and administration of instrumental music in public schools. Techniques of group instruction, materials, and equipment. Principles and methods of conducting school orchestras and bands, including an intensive survey of the literature.

321. History and Literature of Music I.

Study of works, styles, and musical activity from earliest times to the sixteenth century, including the study of the relationship of the art to contemporary, social, cultural, and political circumstances. Emphasis on aural appreciation of style, evolution throughout history.

322. History and Literature of Music II.

Continuation of Music 321. From sixteenth century to the present.

323. Twentieth Century Music.

A study of the contemporary trends in music as manifested in the works of such composers as Stravinsky, Schoenberg, Prokofieff, Hindemith, Bartok, Copeland, and Barber, and an evaluation of the jazz idiom. Designed to give students a background for intelligent appreciation and understanding of modern music. Prerequisite: 101 or consent of the instructor.

324. Sacred Music.

Music specifically related to the Protestant church. Major sacred works from all periods are heard and discussed. A portion of the term's work is devoted to a critical appraisal of the standard church repertory of anthems, larger choral works, organ literature, and hymns. Provision is made in this part of the course for the student to pursue detailed studies pertinent to his major interest.

SEMINARS AND INDIVIDUAL STUDY

401. Seminar in Music Literature.

Individual reading, listening, and reports. Prerequisite: five courses in music, and junior or senior status.

402. Independent Study.

Research in an area of specialization. Open to students completing a major in music.

APPLIED MUSIC

Private Lessons.
Instruction in solo performance is offered on a uniform basis of one 30-minute individual lesson and one class meeting weekly, with a minimum of one hour's practice daily, for one-sixth course credit each term. Music majors may elect to combine two one-sixth units (on a basis of two half-hour lessons and a class period per week) with a minimum of two hours' practice daily for one-third course credit each term. Private lessons on a non-credit basis are available only with the consent of the instructor.

Odd numbers indicate a one-sixth credit per term; even numbers, one-third credit.

Music 141 or 142.
Organ.

Music 241 or 242.
Organ.

Music 342.
Organ.

Music 442.
Organ.

Music 145 or 146.
Piano.

Music 245 or 246.
Piano.

Music 346.
Piano.

Music 446.
Piano.

Music 151 or 152.
Voice.

Music 251 or 252.
Voice.

Music 352.
Voice.

Music 452.
Voice.

Music 155 or 156.
Orchestral Instruments.

Music 255 or 256.
Orchestral Instruments.

Music 356.
Orchestral Instruments.

Music 456.
Orchestral Instruments.

MUSICAL ORGANIZATIONS

261. Orchestra.
A laboratory course in the theory and practice of orchestral and chamber music (one-sixth credit each term).

262. Orchestra.
A continuation of 261 (one-sixth credit each term).

263. Orchestra.
A continuation of 262 (one-sixth credit each term).

264. College Choir.
Registration by permission of the instructor. Attendance at choral society rehearsals required (one-sixth credit each term).

265. College Choir.
A continuation of 264 (one-sixth credit each term).

266. College Choir.
A continuation of 265 (one-sixth credit each term).

267. College Band.
Registration by permission of the instructor (one-sixth credit each term).

268. College Band.
A continuation of 267 (one-sixth credit each term).

269. College Band.
A continuation of 268 (one-sixth credit each term).

Other musical organizations include the Monmouth Community Chorus, Stage Band, and the Men's and Women's Glee Club. Membership in each of these is open to all students (non-credit).

Philosophy

J. Prescott Johnson, *Associate Professor, Chairman*
Samuel M. Thompson, *Professor*

FIELD OF CONCENTRATION

(a) A departmental unit of at least seven terms in philosophy, including either 301, 302, or 303, 304, and two terms of individual study.

(b) Five related courses chosen with the approval of the adviser.

101. Introduction to Philosophy.
An introduction to the general field and methods of philosophy, and the basic problems in the philosophy of science and the philosophy of man and human culture.

102. Introduction to Logic.
A study of logical relations with special emphasis upon the development of skill in the logical control and evaluation of thinking.

210. Advanced Logic.
Techniques of symbolic logic and problems of logical theory.

211. Philosophy of Education.
Theories and basic concepts of education in relation to general philosophical issues. Open to sophomores, juniors, seniors. (This course may not be used to satisfy distribution requirements for graduation.)

213. Philosophy of Religion.
A study of philosophical problems raised by basic religious beliefs and concepts. Open without prerequisite to all students except freshmen. This course is also listed under Bible and Religion, and may be used to satisfy Bible and Religion requirements.

301. Greek and Medieval Philosophy.
A study of the development of Greek and Medieval philosophy, with emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas. Special attention to historical roots of contemporary problems. Prerequisite: 101, or junior or senior standing. *(alternate years)*

302. Modern Philosophy.
A continuation of 301, but may be taken by students who have not had 301. A study of the major philosophers from the Renaissance to the present century. Prerequisite: 101, or junior or senior standing.
(alternate years)

303. Ethics.
An analysis of basic moral concepts and a study of their application in personal choice and decision, and of the principal historical and contemporary ethical

theories. Prerequisite: 101, or junior or senior standing.
(alternate years)

304. Political Philosophy.
Theories concerning the nature of the state, the nature of law, the authority of the state, and political obligation. A comparison of competing political philosophies. Prerequisite: 101, or junior or senior standing.

305. Contemporary Philosophy.
Twentieth-century philosophy, its roots in nineteenth-century thought, and present issues in Anglo-American and European philosophy. Prerequisite: 301 and 302, or consent of the instructor.
(alternate years)

306. Oriental Philosophy.
A study of the chief schools of thought of China and India, and their influence throughout the Orient. Prerequisite: 301 and 302 or consent of the instructor.
(alternate years)

315. Aesthetics.
A study of values in literature, music, painting and other arts, with special attention to the relation of aesthetic experience and judgment to scientific and religious thought. Prerequisite: 101, or junior or senior standing.
(alternate years)

316. Philosophy of Science.
The nature of scientific knowledge, the development of modern scientific concepts, and the relation of science to other methods of inquiry and areas of knowledge. Prerequisite: 101, or junior or senior standing.

SEMINARS AND INDIVIDUAL STUDY

Each philisophy major is expected to take at least two individual study courses during each of the junior and senior years. Other juniors and seniors who have satisfied the prerequisites may be admitted to these courses by permission of the instructor.

401. Philosophy Seminar.
A study of philosophical methods as exemplified in the work of selected philosophers. Prerequisite: four courses in philosophy.

402. Philosophy Seminar.
A continuation of Philosophy 401.

405. Philosophy of History.
A study of theories concerning the nature of historical knowledge and an examination of their assumptions. Seminars or independent study. Prerequisite: 301, 302.

411. Junior Independent Study.
Individual reading, reports and papers in areas of special interest to the student. Prerequisite: four courses in philosophy.

412. Junior Independent Study.
A continuation of 411.

421. Senior Independent Study.
A continuation of 411 and 412, culminating normally in the preparation of a senior thesis. Prerequisite: 412.

422. Senior Independent Study.
A continuation of 421. Prerequisite: 421.

Physical Education

HENRY ANDREW, *Assistant Professor, Chairman and Acting Director of Athletics*
ROBERT WOLL, *Associate Professor*
WILLIAM REICHOW, *Assistant Professor*
JAMES WASEM, *Assistant Professor*
MARGARET JONES, *Instructor*
MARY FLEMING, *Instructor (part-time)*

FIELD OF CONCENTRATION

(1) A Departmental unit consisting of seven courses including: PEC 204, PEC 306. In addition, women must take PEW 207, PEW 208. Men must take PEM 201, PEM 202.
(2) Five related courses chosen with the approval of the adviser.

Students wishing to complete a program of study leading to certification to teach and coach should consult their adviser and the chairman of the Education Department.

Intercollegiate Athletics.
The program of intercollegiate athletics consists of baseball, basketball, cross-country, football, golf, swimming, tennis, track and westling.

Basic Skills.
Each student is required to demonstrate competence in six basic skills activities courses unless excused by a director of the college health service for medical reasons. This requirement can be met either by (a) passing the appropriate basic skills course or courses and/or (b) by a series of competency tests. Competency tests will be given in each of the basic skills at the beginning of each term and will consist of a written test and a performance test. Students wishing to take competence exams at other than the regular times will be charged for a special examination. Taking the basic skills and/or competency tests should normally be done in the freshman and sophomore years.

Note: Courses with the PEC designation are coeducational, PEM courses are open to men only, and PEW courses are open to women only.

PEM 201. Coaching I, Football and Track.
A study of methods and techniques of coaching football and track. The course

is divided into a seven-week session devoted to football, and a five-week session devoted to track.

PEM 202. Coaching II, Basketball and Baseball.

A study of methods and techniques of coaching basketball and baseball. The course is divided into a session of basketball and a session of baseball.

PEC 204. Organization and Administration of Physical Education.

The philosophy of physical education and organization of a physical education program. For teachers, supervisors, and administrators of physical education and athletics in the public schools.

PEC 205. Rhythmical Activities.

Fundamentals of rhythms, social, folk and square dance. Emphasis will be placed on the analysis of skills and techniques of these rhythmical activities with special consideration given to the methods of teaching.

PEC 206. Elementary School Physical Education.

Methods of teaching physical education in the elementary grades with specific emphasis on program content.

PEW 207. Individual Sports.

A study of the methods of teaching individual sports at the secondary level. Emphasis will be placed on the analysis of skills and techniques involved in individual sports as well as methods of instruction.

PEW 208. Team Sports.

A study of the methods of teaching team sports at the secondary level. Emphasis will be on the analysis of skills and techniques of team sports with special consideration given to the methods of instruction.

PEC 300. Tests and Measurements.

Designed to develop a program of evaluation for a physical education program.

PEC 301. Anatomy and Physiology.

A study of the structure and function of the human body. Specific consideration is given to application of principles of anatomy and physiology to physical education activities.

PEC 302. Kinesiology.

(Prerequisite: PEC 301.) A mechanical and anatomical analysis of human motion.

PEC 306. Leadership Training.

Designed to provide an internship-type of teaching experience.

PEC 400. Independent Study.

(Prerequisite: PEC 300 or Education 202.) The independent study in physical education is developed under the guidance of the adviser and the chairman of the department.

PEC 405. Health Education.
(Prerequisite: PEC 301 and 302.) An understanding and interpretation of modern health aimed at the modern college student. This course employs practical and useful procedures in the approach to the problems of health.

Physics

A. Franklin Johnson, *Professor, Chairman*
Charles E. Skov, *Associate Professor*
Peter K. Kloeppel, *Assistant Professor*

FIELD OF CONCENTRATION

(a) A departmental major of at least seven term courses beyond the introductory sequence (110-111-112) and including 208, 210, 212, 302, 303, and 308.

(b) Five related courses chosen from one or two departments and approved by the physics department.

101. Introduction to Physics.
(For non-science majors.) A descriptive course requiring a minimum of mathematics covering classical and modern physics.

102. Introduction to Physics.
(For non-science majors.) Continuation of Physics 101. Prerequisite: Physics 101.

110. Introductory Physics.
(For science majors.) Fundamentals of mechanics, heat and sound. Co-requisite: Mathematics 151.

111. Introductory Physics.
(For science majors.) Fundamentals of electricity and magnetism. Continuation of Physics 110. Prerequisite: Physics 110. Co-requisite: Mathematics 152.

112. Introductory Physics.
(For science majors.) Fundamentals of optics, atomic and nuclear physics. Continuation of Physics 111. Prerequisite: Mathematics 152 and Physics 111.

208. Intermediate Mechanics.
Dynamics, motion of a particle in 3 dimensions, systems of particles, rotational dynamics, gravitation, continuous media. Prerequisite: Physics 110, 111 and 112, Mathematics 251.

210. Electrical Measurements.
Theory and use of instruments for the precise measurement of electrical quanti-

ties. Error analysis, direct current and alternating current circuit analysis. Prerequisite: Physics 112.

211. Electronics.
A laboratory-oriented course in electronics for science majors. Prerequisite: Physics 102 or 111 or permission of instructor.

212. Optics.
Geometrical and physical optics. Reflection, refraction, optical instruments, interference, diffraction, dispersion, polarization, laws of radiation. Prerequisites: Physics 112, Mathematics 254.

302. Quantum Mechanics.
Introduction to quantum mechanics. Prerequisites: Physics 208, Mathematics 254.

303. Electricity and Magnetism.
An intermediate course in principles of electricity and magnetism. Prerequisites: Physics 112, Mathematics 254.

308. Atomic and Molecular Physics.
Fundamental particles, atomic and molecular structure and spectra, X-ray spectra, electronic structure of atoms. Prerequisite: Physics 302.

325. Solid State Physics.
An introduction to solid state physics, crystal structure, thermal, dielectric, magnetic properties of solids, band theory and semiconductors. Prerequisite: Physics 302.

326. Nuclear Physics.
An introduction to nuclear physics, nuclear atom, experimental techniques, static and dynamic properties of nuclei, nuclear stability and nuclear spectra. Prerequisite: Physics 302.

354. Classical Mechanics.
Theoretical classical mechanics, variational principles, Lagrange's and Hamilton's equations. Prerequisites: Physics 208, Mathematics 254.

355. Classical Electromagnetic Theory.
Advanced electromagnetic theory, Maxwell's equations and their applications. Prerequisites: Physics 303, Mathematics 254.

356. Statistical Physics.
Thermodynamics, kinetic theory of gases and introductory statistical mechanics. Prerequisites: Physics 112, Mathematics 254.

401. Seminar.
Special topics in physics. Prerequisites: Physics 208, 210, 212, 302, 303 and 308.

410. Independent Study.
Individual project in advanced theoretical or experimental physics chosen by the student in consultation with the staff. Prerequisites: Physics 208, 210, 212, 302, 303 and 308.

Psychology

GORDON SPIES, *Associate Professor, Chairman*
FRANK S. MCKENNA, *Professor*
HAROLD J. RALSTON, *Professor*
DENNIS K. KAMANO, *Visiting Lecturer*
THOMAS J. ERWIN, *Assistant Professor*
DOUGLAS A. ROSS, *Instructor*

FIELD OF CONCENTRATION

(a) A departmental major of at least seven term courses in psychology including 106, 201, 202, 222, and 401, together with necessary preliminary courses in biology and mathematics. Work in physics including light and sound is strongly recommended.

(b) Five courses chosen from one or two related fields with the approval of the adviser. Suggested fields include biology, mathematics, philosophy, sociology.

101. General Psychology.
Introductory study of the fundamentals of experience and behavior. Prerequisite to all other courses in psychology.

106. Elementary Statistics.
See Mathematics 106. (Mathematics 340 may fulfill this requirement.)

201. Experimental Psychology I.
Study of the basic data and principles of psychophysics, sensation, and perception and emotion.

202. Experimental Psychology II.
Study of the basic data and principles of motivation, learning, and cognition.

222. Experimental Method.
Introduction to methodology in psychology. Statistics and experimental design are discussed and implemented in the laboratory. Prerequisites: Psychology 106, 201, 202.

223. Abnormal Psychology.
Personality disorders and maladjustments with discussion of the clinical approach to psychotherapy.

225. Developmental Psychology.
Study of development from conception through adolescence. Emphasis on maturation, experience, and learning.

301. Perception.
The psychology of sensation and perception. Comparative and physiological data in sensation. Prerequisite: Psychology 201 or consent of the instructor.

302. Motivation.

A study of the data and theories of the motivation of behavior. Homostatic, ethological, activation and learning theory models are investigated in terms of the data. Prerequisite: Psychology 202 or consent of the instructor.

303. Abilities.

A study of human abilities and their measurement along with the nature of individual differences.

304. Social Psychology.

The relation of personality to society and culture. Attention is given to the psychological aspects of human conflict and mass behavior.

305. Learning.

The process of learning: data, theory, and relationships to other areas of psychology. Prerequisite: Psychology 202 or consent of the instructor.

306. Cognition.

A study of the more complex phenomena in behavior, such as concept formation, symbolic processes, thought and language, decision. Prerequisite: consent of the instructor.

307. Physiological Psychology.

A study of the mechanisms underlying behavioral phenomena, with major emphasis on brain functions in learning, motivation and perception. Laboratory sessions include instruction in the techniques of selective brain lesioning and electrical and chemical stimulation of the brain.

309. Theoretical Problems in Psychology.

A study of persistent problems in psychology, their historical importance and systematic significance. Serves to integrate the field of psychology and relate it to important allied disciplines. Prerequisite: four courses in psychology above 101.

311. Seminar.

Assigned readings, oral and written reports, and group discussion on pertinent problems in psychology. Open to majors or to those who have had five courses in the field. May be repeated for credit.

401. Independent Study.

Directed individual study on selected topics in psychology. Weekly written reports and conferences. Required of students majoring in psychology.

402. Independent Study.

A continuation of 401.

Sociology

W. M. Paul Hurh, *Assistant Professor, Chairman*
Madge S. Sanmann, *Professor*

FIELD OF CONCENTRATION

(a) One sociology course at the sophomore level, Sociology 301 and 401.

(b) Courses selected from those numbered 300 or above.

201. Introduction to Cultural Anthropology.
Brief review of prehistoric race, language and culture, economic and social institutions, religion, art, attitudes, and values of native peoples.

203. Societies Around the World.
A comprehensive, systematic study of the chief types of societies, ranging from the primitive to the advanced industrial, in the major habitats of the world. One society is compared with another as a whole and specifically in terms of the origin of the people, their physical environment, economic system, government, religion, family life, social organization, structure, ideology and socio-cultural change.

206. The Family.
A study of the family as a social institution: its forms, function, development, organization, factors of disorganization and trends.

301. Principles of Sociology.
Introductory analysis and description of the structure and dynamics of human society. Application of scientific methods to the observation and analysis of composition, social norms, group behavior, social stratification, social institutions and social change.

302. Social Problems.
Introductory survey of sociological aspects of important modern social problems. Emphasis on social interrelationship and cultural differences involved in their genesis, significance and amelioration or prevention. Library reading and special reports. Prerequisite: Sociology 301 or consent of the instructor.

304. Home and Family Life.
Analysis of psychological and sociological aspects of home and family life. Consideration of necessary early adjustments to significant interpersonal changes basic in the achievement of companionship and emotional interdependence. The development of economic insight, planning and management basic in the economic contribution to family cohesion. Emphasis on individual fulfillment and family unity. Prerequisite: Sociology 206 or consent of instructor.

305. Population in Transition in the United States: Demography.
A study of the composition, distribution, movement and cultural patterns of population and ethnic groups in the United States and its various regions. Attention is given to scientific analysis of problems and trends.

306. Social Stratification.

System of social ranking with emphasis on class structure of the United States; power, prestige and privilege as related to class differences; the culture and styles of life in different classes, status as determinant of personality, interaction and development, effect of social change and mobility. Prerequisite: Sociology 301.

308. Sociology of the Community.

Nature, structure, and functions of various types of communities; their characteristics, group relations, and social institutions (home, school, church, government, health, wealth, leisure); modern trends molding rural and urban life. Attention is given to methods of modern redevelopment. Prerequisites: Sociology 301, 302, and/or 305.
(alternate years)

310. Crime and Delinquency.

The nature, extent and explanations of crime and delinquency; historical development of criminological thoughts, modern approaches and methods; a review of the theories of treatment and evaluation of programs for prevention and rehabilitation. Prerequisite: Sociology 301.

312. Racial Tensions and Cultural Conflicts.

A survey of racial and cultural conflicts in contemporary civilization: theories of race and culture; relations between racial and cultural groups in specific situations in strategic areas of the world; the status of racial, religious, and ethnic minorities in the United States; organization, programs, and social movements designed to improve intergroup relationships. Prerequisites: Sociology 301 and 302.
(alternate years)

314. Introduction to Social Work.

A survey of the field of social work. Historical development of social work concepts and philosophy; the present system and organization of social welfare and administration; the role of social work in contemporary society. Prerequisites: Sociology 206, 301, 302.

315. Mental and Physical Health in Family Living.

The mental hygiene approach to tensions, conflicts, and crises in the development of family living. Fundamental principles of human nutrition. Selection of diet to meet nutritional needs of children (infancy through adolescence), adults and elderly members of the family. Prerequisite: Sociology 206 or consent of instructor.

316. Social Change.

The implications of science and technology for social change; effects of innovation upon social relationships; theories of social change, social effects of major inventions; a cross-cultural analysis of the processes of "industrialism." Prerequisites: Sociology 301 and 305.

401. Seminar.

Reading and research designed to give a background in historical development, information concerning leaders, techniques and procedures, principles, projects and practices in original field research. Oral and written work required. Open to sociology majors or by the consent of the instructor.

402. Independent Study.

Introduction into an individual problem in a subject of interest to the student. Practice in library research, the use of specific research techniques and procedures, and field research. Oral and written work is required. Open to sociology majors or by the consent of the instructor.

403. Urban Sociology: Seminar.

An analysis of the urban community. Includes nature, structure, interaction and relationships evidenced by population, migration, housing, welfare programs, and juvenile delinquency.
(A part of the Associated Colleges of the Midwest Urban Education Program)

404. Studies in American Civilization.

(See also English 404 and History 404). An integral historical, social, and cultural interpretation of life, thought, and institutions in the United States from 1870 to the present. Conducted on the seminar plan. Prerequisite: open to sociology majors, seniors, or with the consent of the instructor and Sociology 401 or 402. English or history majors should consult their advisers.

405. Contemporary Society: Russia.

Description and analysis of social, economic, and political life against a background of geography, population, and development; values and ideology; family and education; communication and public opinion. Open only to seniors.
(alternate years)

406. Contemporary Society: Cultures of the Far East.

The peoples, cultures, economy, religious life, government organizations, family life, social organization, ideology and socio-cultural change and development. Open only to seniors. See also History 406.
(alternate years)

407. Contemporary Society: South America.

A survey of the cultures of South America, emphasizing the types of societies, their characteristics, and changes that have taken place. Attention is given to contemporary social, economic, and political problems. Open only to seniors.
(alternate years)

408. Contemporary Society: Africa.

A survey of the cultures of Africa and patterns of behavior associated with them. Selected aspects of social and cultural change; consequences of commercialization of land and labor; consequences of Western education; emergent forms of stratification and race relations. Open only to seniors.
(alternate years)

409. Contemporary Society: The Near East.

Survey of one or more major areas in terms of regional development and historical and modern social problems. Open only to seniors.
(alternate years)

Speech

THOMAS L. FERNANDEZ, *Associate Professor, Chairman (on leave 1967-68)*
SYLVESTER R. TOUSSAINT, *Visiting Professor, Acting Chairman*
JEAN LIEDMAN, *Professor*
WILLIAM WOLAK, *Assistant Professor*
JAMES DEYOUNG, *Instructor (on leave 1967-68)*
EMILY GOETZ, *Instructor*
GLORIA HURH, *Instructor (part-time)*

FIELD OF CONCENTRATION

(a) A departmental unit of at least seven courses in addition to Speech 101, including 215, 221, 303, 316, 351, and 403.

(b) At least five related courses.

(c) Performance in dramatic production and/or intercollegiate forensics.

100. Theatre Workshop.
Open to all students. Credit is given for satisfactory participation in the production of plays including both acting and the technical areas of scene construction, lighting, costuming, and makeup. May be elected for a maximum of 12 terms. One-sixth credit per term.

101. Fundamentals of Oral Communication.
Designed to help the student acquire knowledge and skill in selecting and evaluating speech materials, organizing and phrasing ideas, developing effective control of voice and action, and evaluating public speeches.

102. Rhetoric and Public Address.
Principles of rhetoric and public address. Special attention to matters of style, speeches for special occasions, persuasion, and parliamentary law.

103. Introduction to Theatre Arts.
Open to all students. Through the reading of plays and selected writings on dramatic production and criticism, this course is designed to give the student a critical platform upon which to base evaluations of dramatic art. May be elected for Humanities credit.

200. Debate Seminar.
Theory and practice in the methods and techniques of intercollegiate debating. Enrollment by consent of the instructor. One-third term credit.

215. Stagecraft and Scene Design.
A study of the technical and theoretical elements of dramatic production, combined with practical exercises in drafting, design, lighting, costuming, and makeup. Prerequisite: Speech 103 or consent of the instructor.

221. Oral Interpretation of Literature.
A study of principles and types of literature from the viewpoint of the oral interpreter. Emphasis is given to the essay, poetry and narrative prose.

303. Discussion and Debate.
The theory and application of argumentation to discussion and debate. A study of

evidence, reasoning, and methods of briefing. Laboratory exercise in discussion and debate. Prerequisite: Speech 102, or consent of the instructor.
(alternate years)

311. History of the Theatre.
A survey of the theatre of the Western world from pre-Greek to the nineteenth century. Emphasis on the evolution of play writing, acting, and directing, production elements, audiences, and theatre architecture. Although material insures integration with courses in dramatic literature offered by other departments, the approach is primarily theatrical.
(alternate years)

315. Oration Seminar.
Theory and practice in the methods of extemporaneous speaking and oratory designed for intercollegiate competition. Enrollment by consent of the instructor. One-third term credit.

316. Principles of State Directing.
A course designed to introduce the beginning student to the practical and theoretical aspects of directing. Readings in directing theory are combined with exercises in play selection, analysis, pictorial composition, stage movement and general production planning. Each student casts and directs a short scene of a one-act play. Prerequisite: Speech 215 or consent of the instructor.
(alternate years)

322. Advanced Oral Interpretation.
A continuation of Speech 221 with special emphasis on dramatic literature, prose and poetry. Prerequisite: Speech 221.
(alternate years)

351. Scientific Bases of Speech.
An introduction to the scientific aspects of speech, including voice science, phonetics and communication.
(alternate years)

352. Introduction to Speech Correction.
A study of the process of normal speech development and the causes and treatment of various speech disorders.
(alternate years)

401. Independent Study.
An individual program of reading and research under the guidance of the instructor.

403. Seminar in Speech.
A capstone course for speech majors designed to coordinate studies in public address, theatre arts, and speech science.

410. Independent Study.
A continuation of 401.

445. Advanced Directing.
Complete production of a play for laboratory or public performance along with suitable written analysis. May be elected a maximum of three terms. Prerequisite: Speech 316. One-third term credit.

Admission

Students who show the ability to succeed scholastically at Monmouth are accepted for admission. In evaluating the student's record, the admissions committee pays close attention to the high school academic record, scores on aptitude and intelligence tests, recommendations of the high school principal or counselor and extra-curricular activities.

Minimum requirements for admission are graduation from an accredited high school, completion of a college-preparatory course and presentation of College Entrance Examination Board Scholastic Aptitude Test scores.

SINGLE APPLICATION METHOD

As a member of the Associated Colleges of the Midwest, Monmouth offers applicants who desire to apply at two or more ACM schools the opportunity to apply through the Single Application Method. Details on SAM are available from the Admissions Office.

REQUIREMENTS FOR ADMISSION

Candidates must present a minimum of 15 secondary school units, 12 of them in English, history, social science, foreign language, mathematics and science (a unit is a subject carried for one school year). Four of the 12 units must be in English. All applicants must also present the results of the Scholastic Aptitude Test and a satisfactory recommendation from their high school principal or counselor. Candidates who do not meet these requirements may be considered on their merits.

APPLICATION BY FRESHMEN

Application forms and other information relating to admission may be obtained from the Admissions Office. A $15 fee must accompany the application. This fee is non-refundable and is not applicable to other college expenses. Application should be made early in the senior year of high school because Monmouth's enrollment is limited. The Director

of Admissions will clarify and supplement the information in this catalog concerning admissions requirements.

EARLY DECISION

The Monmouth College Early Decision Plan is designed to provide superior students an opportunity to complete their college plans by December of their senior year. Offered as an alternate plan to regular admission procedure, the Early Decision Plan eliminates the need for multiple applications.

A student qualifying for an early admission decision must rank in the top 20 percent of his high school class at the end of six semesters and must present results of the Scholastic Aptitude Test of the College Entrance Examination Board with a minimum total of 1100 when verbal and mathematics scores are combined.

Students desiring Early Decision must have all application materials on file with the college by November 15. Junior year SAT scores are acceptable. Notification will be made no later than December 15.

COLLEGE BOARD TESTS

Information about Scholastic Aptitude Test and the Achievement Test of the College Entrance Examination Board may be obtained from the board at Box 176, Princeton, N. J., or Box 1025, Los Angeles, Calif., or from your high school guidance counselor. Each candidate is notified by the board about the testing date and location. Candidates are urged to take the test sometime during the first part of their senior year in high school, although junior-year test results also are accepted.

Freshman students will be asked to take College Board achievement test in foreign language and mathematics for counseling and placement purposes. The tests will be in English composition, the foreign language of the student's choice and in mathematics Level I, standard, or Level II, intensive.

ADVANCED PLACEMENT FOR FRESHMEN

Monmouth grants advanced placement, college credit and reduction of the distribution requirements to entering students who have demonstrated sufficiently strong preparation. Advanced Placement tests of the College Entrance Board, tests given at Monmouth during orientation week and school records may be used by the academic department concerned in a recommendation on advanced placement.

Application for advanced placement should be made to the Dean of the College. Credit may be recorded if it does not void necessary admissions units. The granting of credit is authorized by the Dean of the College upon recommendation of the instructor who gives the course, the head of the department concerned, and the student's faculty adviser.

Credit for one or more term courses is granted and advanced place-

ment at an appropriate level is offered to any entering student who has demonstrated college-level comprehension in one or more subjects. This credit satisfies any of the requirements for the degree just as do regular courses. It may not be substituted for any course subsequently failed. Information about the College Entrance Examination Board's advanced placement program may be obtained by writing to the director of the board's advanced placement program at 475 Riverside Drive, New York, N. Y. 10027.

Louis W. Menk, president of the Northern Pacific Railway Company, spoke at Monmouth's 1967 Commencement.
Here he chats informally after the exercises with new MC alumni.

ADMISSION COMMITTEE ACTION

All applicants are notified as soon as the admission committee takes official action on their application. Monmouth uses a "rolling" admissions policy, which means that applications are processed as soon as they are received. Applicants generally are notified of the committee's action within a month after the completed application is filed.

APPLICATION BY TRANSFER STUDENTS

Students who wish to transfer to Monmouth from another school must present a transcript showing entrance credits accepted and credits earned while in attendance, in addition to the material described above.

HONORS AT ENTRANCE

To recognize and reward outstanding achievement by high school seniors applying for admission to Monmouth College, an Honors-at-Entrance program had been established. A student may qualify for Honors-at-Entrance whether or not he has received financial aid.

High school seniors who rank in the upper 10 percent of their graduating class will receive Honors-at-Entrance, including a certificate of merit issued by the college prior to the beginning of the academic year and listing as an Honors-at-Entrance student in honors convocation programs.

Honors-at-Entrance students also participate in the faculty-Freshman Honors Symposia, a series of informal discussion meetings in faculty

homes which fosters an interchange of ideas between faculty members and honor students early in the students' years at Monmouth.

CAMPUS VISITS

Prospective students are encouraged to make appointments and visit Monmouth College, because experience has shown that this is an ideal way to form first-hand impressions of the college. The admissions office is open from 8 a.m. to 4:30 p.m., Monday through Friday when prospective students and their parents may visit classes, talk with students and professors and see the campus. The admissions office is also open on Saturday from 9:00 a.m. to 12:00 noon. Appointments for campus visits should be made through the Admissions Office.

ADMISSIONS PERSONNEL

In addition to the admissions counselors who are in the admissions office on the college campus, Monmouth has several regional admissions counselors in St. Louis, Chicago, New York, and the East Coast. They are listed on the inside front cover.

Monmouth also has an alumni admissions counselor program involving some 150 alumni in 130 cities in nearly 30 states. The alumni counselors are qualified, through their years at Monmouth and special contacts developed through this program, to counsel prospective students.

Monmouth students also serve as volunteer admissions office assistants, conducting campus tours, arranging weekend housing and making other plans for campus visitors.

Expenses and Financial Aid

Expenses

Charges for attending Monmouth College are comparable with the high standards of academic excellence which the college maintains and advances. Tuition and fees of the individual student, however, cover less than two-thirds of the total cost of the Monmouth Educational Program. The balance is comprised of gifts to the college from its Alumni, Parents of Students, Friends, Foundations, Corporations and Endowments.

Students who qualify academically and are in need of financial assistance can expect consideration at Monmouth College. Scholarships, student loans and campus employment can be combined to assist worthy students. Monmouth's financial program is designed so that, as far as possible, no student who qualifies will be denied a Monmouth education because he lacks financial resources.

In addition, Monmouth College subscribes to several payment programs which aid in the financing of a student's education. These include the College Student Guaranteed Loan Program, the National Defense Student Loan Program, the Monmouth College Pre-Payment Plan, the Insured Tuition Payment Plan, and the Education Funds, Inc., Plan.

ANNUAL EXPENSES: 1967-68

Tuition and fees	$1,740
Room and board	860

An estimated $400 will be necessary for books, supplies, clothing, recreation and other miscellaneous and personal items.

TUITION AND FEES

The charge for tuition and fees is $580 for one term and $1,740 for all three terms. This includes instruction and laboratory fees, the student health service, student insurance coverage, admission to all regular athletic contests, concert-lecture series events, college theater plays, the student newspaper, yearbook and literary magazine, forensics and Stu-

dent Senate events. Charges for laboratory breakage are billed at the end of each term.

SPECIAL STUDENTS

Special students, working toward a degree but carrying less than three term courses, will be charged $195 per term course. To register as a special student, written permission from the Dean of the College is necessary prior to the beginning of the term.

AUDITING COURSES

Full-time students may audit courses without credit and without charge in addition to their regular academic program. The students, however, must have the permission of the instructor and the approval of the Dean of the College. Written permission of the instructor is required before an audited course is listed on the student's permanent record. Special students will be charged $95 per course.

MISCELLANEOUS FEES

Achievement fee	$ 6.75
Application fee	15.00
Graduation fee (including cap and gown rental)	18.00
Student Teaching fee (Education 401, 401S 402, 402S)	10.00
Late Registration fee	15.00
Late Payment fee	10.00
Changes of Registration fee (after first week of classes in each term)	10.00
Readmit (unexcused absence before or after vacation)	10.00
Practice Room fee for piano, voice and instruments per term:	
One hour daily	5.00
Two hours daily	8.00
Organ rental fee, per term	20.00

When a student carries more than 10 courses (including fractional courses) during an academic year, the additional charge will be $195 per term course. Any student who carries four full courses for two terms by special permission will be charged $195 for the second fourth course regardless of the number of courses carried during the year.

A student enrolled in the Army Reserve Officers' Training Corps program can take a total of 3½ courses per academic term without additional charge.

Room and Board Charges:

The charge for room and board per academic year is $860. During the College academic year, 21 meals are served weekly in the College dining hall. The first meal following a vacation period will be the

morning of the day classes are resumed. The dining room will be closed during the period between final examinations and registration for a new term.

Charges for room include weekly linen service.

Room reservations are made only upon payment of the $100 advance deposit and a $25 room deposit. Rooms are reserved in the order in which deposits are received.

SPECIAL EXAMINATIONS:

Students who have unexcused absences from a regular final examination or an announced hour test will be charged for a special make-up examination. The fee is $10 for a final examination, $5 for an announced hour test. A statement from the business office showing the fee has been paid must be presented before the examination will be administered.

TRANSCRIPTS:

Each student is entitled to two free transcripts showing his work at the college. A fee of $1 will be charged for each additional transcript. No transcript will be issued until the student's college account has been paid.

ADVANCE DEPOSIT:

When notified of admission, new students are required to pay a $100 advance deposit to apply to the third term tuition and charges. The deposit will not be refunded if a student fails to enter school first term or withdrawals from the college during the first or second term and fails to notify the registrar in writing before the first day of the following term.

Returning students also are required to pay a $100 advance deposit not later than May 1, which will apply to the following academic year's third term tuition and charges. Room reservations, pre-registration for classes and student aid commitments cannot be made until the advance deposit is received. Refund privileges for returning students are the same as for new students.

PAYMENTS

One-third of the annual charges for tuition, room and board is due on or before the first day of each term. One-third of any financial aid other than hourly employment may be deducted from the balance due each term.

Parents who desire to spread payment over several months have these options:

The Monmouth College Pre-Payment Plan

The Insured Payment Plan

Educational Funds, Inc., Plan

The Monmouth College Pre-Payment Plan consists of eleven monthly payments. An accompanying schedule shows the dates due and the

amount of the payments. There is no charge for this plan; however, the parent or student is not covered by life or permanent disability insurance. Monthly reminders are not sent, and if this plan is selected after June 10, past payments must be made up.

1967-68	
Advance deposit (payable at time of acceptance)	$ 100
June 10	175
July 10	175
August 10	175
September 21	345*
October 10	175
November 10	175
December 10	175
January 2	340*
February 10	200
March 10	200
March 26	365
	$2,600

*These amounts will be reduced by the amount applied on account for financial aid, except for hourly employment. Other fees or charges will be billed when the expenses are incurred. A room reservation deposit of $25 is not credited to board, room and tuition charges.

The Insured Tuition Payment Plan is a monthly commercial prepayment plan with life and permanent disability insurance covering the parent. Additional information may be obtained from the Business Office at Monmouth College, or by writing directly to Insured Tuition Payment Plan, 6 St. James Ave., Boston, Mass. 02116.

The Education Funds, Inc., Plan is a commercial deferred payment plan with life and permanent disability insurance covering the parent. Additional information on this plan also may be obtained from the Business Office, or by writing to Education Funds, Inc., 10 Dorrance St., Providence, R. I. 62901.

The Business Office at Monmouth recommends that decisions on financing a student's education be made as early as possible to avoid last minute difficulties. Loan programs are listed under the financial aid section.

REFUNDS

If a student withdraws from college, refunds of tuition only will be made in the following manner:

Two weeks or less	80 percent
During the third week	60 percent
During the fourth week	40 percent
During the fifth week	20 percent
Thereafter	no refund

The first week ends on the first Saturday after the opening of classes.

No refund of tuition is made to a student dismissed or suspended for disciplinary reasons.

Refunds of board charges will be based on the unused portion of the term, less a penalty of two weeks.

Room rent is not refundable under any circumstances. Students unable to abide by residence hall regulations or who show marked unwillingness to cooperate with the house director may be asked to move from their rooms without privilege of refund.

Financial Aid

Students who meet admissions standards may apply for financial assistance if a financial need exists.

To determine financial need, a student and his parents prepare a Parents' Confidential Statement, giving information about the family's income, assets, debts, and other conditions affecting the student's resources. The form is sent by the applicant to the College Scholarship Service which computes an estimate of the family's financial means and furnishes a report to the college. The report states how much the family might reasonably be expected to pay toward the student's college expenses. The CSS report, with other information the college may have, determines the amount and types of financial aid which may be awarded. Parents' Confidential Statement forms may be obtained from high school guidance offices or from the Office of Student Aid and Placement at Monmouth College.

All awards are for one year. Continued financial aid can be requested and is awarded on the basis of the student's resources determined from the current Parents' Confidential Statement and the availability of college funds. Failure to maintain the required scholastic average will result in withdrawal of the financial aid award.

Students holding awards must re-apply before March 15 each year to obtain aid for the following academic year.

SCHOLARSHIPS

Freshman awards are made to students whose ability, character and promise of achievement are outstanding. The amount depends on financial need and scholastic standing.

Upperclassmen who have maintained a cumulative grade point average of at least 2.0, need financial aid and whose ability, character and college record indicate a continued high achievement are eligible for scholarships.

Non-commuting students receiving scholarships must live in college housing, if available.

EDUCATIONAL OPPORTUNITY GRANT PROGRAM

The Educational Opportunity Grant Program, authorized by the Higher Education Act of 1965, began in the fall of 1966. Its main purpose is to make a college education available to high school graduates of exceptional financial need.

Grants ranging from $200 to $800 are made to students for each of the four years of undergraduate study. Monmouth College selects student recipients and determines the amount each needs.

The Act provides that any student for an Educational Opportunity Grant also is eligible for an additional award of $200 if he ranked in the upper half of his class at an institution of higher education during the previous academic year.

ILLINOIS STATE SCHOLARSHIP COMMISSION PROGRAM

Winners of the competitive Illinois State Scholarship may use their awards at Monmouth College. Students must re-apply each year to the Illinois State Scholarship Commission.

ILLINOIS STATE GRANT PROGRAM

The non-competitive Illinois State Grant Program is for students with financial need who are residents of Illinois. The college recommends applicants. Financial need is determined by the Illinois State Scholarship Commission.

STUDENT LOAN PROGRAMS

Several student loan funds are available through the college to qualified students. Information about these funds is available from the Office of Student Aid and Placement.

NATIONAL DEFENSE STUDENT LOAN PROGRAM

Monmouth provides National Defense Student Loan Funds from which qualified students may borrow each year an amount not to exceed $1,000, to a total of $5,000. The student begins repayment to the Monmouth College Service Center over a 10-year period beginning nine months after he ceases at least one-half time study. Interest at three percent starts to accrue at the beginning of the repayment period. Repayment is not required and no interest accrues when the student borrower is serving in the Armed Forces, the Peace Corps, or VISTA (Volunteer in Service to America), up to a maximum of three years. Deferment also may be obtained while the borrower is pursuing at least half-time attendance at an accredited institution of higher education in the United States or at a comparable institution abroad. For borrowers who enter the full-time teaching field, a maximum of 50 percent of loan indebtedness plus interest may be canceled at the rate of 10 percent each year of teaching service. Borrowers who teach in certain eligible schools in areas of primarily low-income families may qualify for cancellation of their entire loan obligation at the rate of 15 percent per year.

GUARANTEED LOAN PROGRAM

The Guaranteed Loan Program provides for a student to borrow money for college expenses at low interest with the federal government subsidizing part of the interest for qualified students. Any student who is enrolled or accepted for enrollment at Monmouth may apply for a guaranteed loan for his educational expenses. Banks, savings and loan associations, insurance companies and similar lending institutions may be lenders under the Guaranteed Loan Program. The maximum amount a student may borrow varies from $1,000 to $1,500 yearly. Students with an adjusted family income of less than $15,000 a year pay no interest while in school.

The student borrower begins repayment to the lender when he graduates or withdraws from school. During the repayment period, the federal government will pay part of the interest (three percent) on the unpaid balance. Application forms may be obtained from participating lending agencies.

UNITED STUDENT AID FUNDS, INC.

Loans granted through the United Student Aid Funds, Inc., also are available. This is a national non-profit corporation established to endorse bank loans up to $1,000 a year at a maximum of six percent interest to deserving college students who could not otherwise obtain such loans. Applications are available from the Office of Student Aid and Placement or participating lending institutions.

OTHER LOAN FUNDS

Monmouth College administers the Mary Janet Downie Loan Fund established in memory of Mary Janet Downie by her parents, Mr. and Mrs. Walter Downie, and the Jeanette McFarland Loan Fund established under the will of Miss Jeannette McFarland of Cambridge, Ohio, who died May 12, 1964.

Loan funds are also available through the Henry Strong Educational Foundation and the Albert N. Merritt Foundation.

PART-TIME STUDENT EMPLOYMENT

There are approximately 200 part-time student jobs available on campus, which include office clerical work, building and campus maintenance, switchboard operation, residence hall desk duty, library clerical work, residence hall counseling and food service duties. Residence hall counseling positions pay a stipulated amount per year. Other jobs are at varying hourly rates, paid monthly.

Student assistantships in the various instructional departments provide a limited number of jobs to upperclass students recommended by department heads.

The college student aid and placement office lists community part-time jobs and notifies students who have indicated an interest in part-time work.

SCHOLARSHIPS, PRIZES, AND ENDOWMENTS

The scholarships, prizes, and endowed funds listed below have been made possible through the generosity of alumni and friends of the college and through other organizations and businesses interested in supporting independent higher education. It is hoped that recipients of financial aid will in later life, when circumstances permit, help to continue this program for the benefit of future generations of students.

Endowed Scholarships

Addleman Scholarship
Dr. and Mrs. J. A. Barnes Scholarship
Sarah Holmes Bigger Scholarship
Biggsville Scholarship
Bohart Scholarship
N. H. and Isabelle Brown Scholarship
George H. Brush Scholarship
J. Boyd Campbell Scholarships
Hattie Boyd Campbell Scholarship
Frank M. Carnahan Music Scholarship
John Carothers Scholarships
Class of 1901 Scholarship
Crimson Masque Scholarship
C. G. Denison-William M. Story Scholarship
John S. and Mary Louise Diffenbaugh Scholarship
Lois Diffenbaugh Scholarship
Elder Ministerial and Christian Work Scholarship

Bella B. Elliott Scholarship
Elmira Scholarship
John Q. Findley Scholarship
First Washington Scholarship
Frew Scholarships
Alvin W. Galloway Scholarship
Garrity Scholarship
Gibson Scholarship
John Charles Hanna Scholarship
Smith Hamill Scholarship
Hanover Scholarship
Harmony Memorial Scholarship
Janet Shaw Hayes Scholarship
Lucia Elliott Hill Scholarship
Mabel Hinmann Scholarship
Hume Scholarship
Andrew Johnston Scholarship
Johnston Scholarship
Elizabeth M. Keller Scholarship
Emma Brownlee Kilgore Scholarship
Mrs. Mary Elizabeth Kilpatrick Scholarship
Jane Kinkaid Scholarship
Mattie Kinkaid Scholarship
John Barnes Kritzer Scholarship
Lafferty Scholarships
Margaret Lord Music Scholarship
Olive J. Lowry Scholarship
M. M. Maynard Memorial Scholarship
Kathryn Arbella McCaughan Scholarship
Mary Cooke McConnell Memorial Scholarship
Homer McKay Scholarship
McLaughlin Brothers Scholarship
Special Anniversary Scholarship,
Mrs. Minnie McDill McMichael
Louise C. and Max W. Mills Scholarship
Nash Scholarships
Mildred Steele Nearing Scholarships
Norwood Scholarship
LaVerne Noyes Scholarship
Adam Oliver Scholarship
Robert Y. Park Scholarship
Luella Olive Parshall Scholarship
Margaret Pollack Scholarship
Margaret White Potter Memorial Scholarship
Prugh Scholarship
Reader's Digest Foundation Scholarship
Prudence Margaret Schenk Scholarship
Marion B. Sexton Scholarship
Shields Scholarships
Somonauk Scholarship
Spring Hill Scholarship
St. Clair Scholarship
Stronghurst Scholarship
J. B. Taylor Scholarship
Nannie J. J. Taylor Scholarship
Esther M. Thompson Scholarship Fund
Martha Thompson Scholarships
Henry A. Todd Scholarship
J. L. Van Gundy Scholarship
Adaline Wilkin Waddell Scholarship
Martha Wallace Scholarship
J. F. Watson Scholarship
White Scholarship
David A. and Elizabeth Cameron Whiteman Scholarship

Eli B. and Harriet B. Williams Fund
Woodburn Memorial Scholarship
Woods Scholarships
Margaret N. Wordon Scholarship
John Wright Scholarship
Xenia Scholarship

Special Scholarships

Board of Christian Education Scholarship
Peg Stonerook Brinker Scholarship (Tau Pi)
Jill Van Duessen Clark Scholarship
Exchange Club Scholarship
Graduate "M" Club Scholarship
Robert T. Ludwigsen Memorial Scholarship
"M" Club Scholarship
Monmouth Savings and Loan Association Scholarship
National Bank of Monmouth Scholarship
Rotary Club Scholarship

Annual Prizes and Awards

Foresic Emblem

This medal is presented by the college and the Forensic League to those who have represented the college in intercollegiate debate or oratory.

The Bernice L. Fox Latin Prize

This $200 annual award, given by an anonymous donor, is made to a Latin student "whose progress is worthy of recognition." Miss Fox, associate professor of classical languages, will select recipients of the award.

The Cliff Struthers Hamilton Prize

A prize of $400 is awarded to an outstanding senior chemistry major.

The Lulu Johnson McCoy Prizes

These prizes, endowed by her husband, J. Clyde McCoy, consists of two prizes of $50 and $25 to be awarded to students of outstanding quality who are majoring in music.

The William B. McKinley Prizes in English

In 1925 Senator William B. McKinley of Illinois endowed two prizes of $50 each to encourage individual research and advanced work in English. The prizes are awarded to students who offer the best theses on specially designed subjects.

Lena Lee Powell Pi Beta Phi Prize

This $200 award, endowed by Ervin D. Powell, is awarded each year to a member of Alpha Chapter of Pi Beta Phi of exceptional quality.

Mary Porter Phelps Prize

A prize of $50 is awarded to the student who, in the judgment of the faculty, has manifested superiority in scholarship, thrift and economy, and development of character. Only those who have completed at least two years' work at Monmouth College are eligible for this prize.

Sigma Tau Delta Freshman Prizes

Rho Alpha Chapter of Sigma Tau Delta offers three prizes on Commencement day to the freshmen writing the best compositions in verse or prose. Entries must be prepared especially for this contest.

Dan Everett and Eva Clark Waid Prize

This prize of $100 is endowed by Mr. and Mrs. Waid of New York, and is awarded by the faculty on the basis of all-around excellence and development.

The Waid Prizes

Six prizes are offered for biographical reading as a means of cultivating interest in biography among college students. Three prizes of $25, $15, and $10 are offered to freshmen. Three similar prizes are available to members of the three upper classes. These prizes were endowed by Dan Everett Waid, '87.

LIBRARY ENDOWMENTS

The John A. and Margaret J. Elliott Library of Religious Education

The Kappa Kappa Gamma Memorial Fund

The John Lawrence Teare Memorial Library Fund

ENDOWED PROFESSORSHIPS

Alumni Professorship of Philosophy, endowed by alumni of the college in 1881 and held by Dr. Samuel Thompson, Professor of Philosophy.

Pressly Professorship of Natural Science, endowed by W. P. Pressly of Illinois in 1886.

John Young Chair of Bible, endowed by the United Presbyterian Church Board of Christian Education and held by Dr. Charles J. Speel, III, Professor of Bible and Religion.

KILLOUGH LECTURE FUND

Endowed by the Hon. W. W. Stetson of Auburn, Maine, to bring speakers to the college campus.

MEMORIAL FUNDS

Current memorial funds honoring former students and faculty-members include those for John Acheson, Dr. Hugh R. Beveridge, Harold Blair, Dean J. S. Cleland, Eleanor Gaddis Davidson, Donald Ralph Douglass, Mrs. E. A. Fetherstone, A. Y. Graham, Susan Harr, Paul Lohner, Robert Ludwigsen, Clyde E. Matson, Marie Meloy, David Brainerd Moore, Dr. C. A. Owen, Richard V. Owen, M.D., Edna Browning Riggs, Henry Smith, Dr. Hugh B. Speer, T. Eleanor Wright. Others are the Ahlenius, Hawes, Leonard, Matchett and Soule memorial funds.

Directories

Monmouth College Senate

Responsibility for the control and operation of the entire program of the college is vested by charter in the Monmouth College Senate. Meeting three times a year, the Senate sets policy for the college, oversees the activities of the faculty and administration and works with both groups in establishing plans for the long-range development of the institution.

Senate members come from widely-varied geographical areas and represent a number of occupations and professions. The Senate includes six operating committees: academic affairs, nominations and degrees, finance and business affairs, physical facilities, development, and student affairs.

Senate Membership

DUNCAN WIMPRESS, President, Monmouth College, Monmouth, Ill., *ex officio*

ROGER J. FRITZ, *Chairman of the Senate;* Director of Management, Development and personnel Research, Deere & Company, Moline, Ill.

N. BARR MILLER, *Vice Chairman;* Attorney, Haynes & Miller, Washington, D. C.

MRS. FREDERICK H. LAUDER, Secretary; Monmouth, Ill.

CHALMER P. SPIKER, *Treasurer;* President (Retired), National Bank of Monmouth, Monmouth, Ill.

ROBERT E. ACHESON, Operations Supervisor, Illinois Bell Telephone Company, Chicago, Ill.

JOHN C. BAILAR, JR., Professor of Inorganic Chemistry, University of Illinois, Urbana, Ill.

MERTON H. BOWDEN, President, Monmouth Trust & Savings Bank, Monmouth, Ill.

CORTLEY BURROUGHS, Pastor, First United Presbyterian Church, Alton, Ill.

DAN W. FERGUSON, General Insurance (Retired), Los Angeles, Calif.

RAY C. GRILLS, Director of Manufacturing, Film Department, Du Pont Company, Wilmington, Del.

ROBERT F. HENDREN, Executive Vice President (Retired), Chicago Bridge and Iron Company, Chicago, Ill.

MISS PATRICIA HOFSTETTER, Judge, Whittier Municipal Court, Whittier, Calif.

GORDON JACKSON, Dean, Pittsburgh Theological Seminary, Pittsburgh, Penn.

EUGENE KETTERING, Chairman of the Board, C. F. Kettering, Incorporated, Dayton, Ohio

JOHN J. KRITZER, Attorney, Monmouth, Ill.

SIGMUND W. KUNSTADTER, Chairman (Retired), The Formfit Company, Chicago, Ill.

JAMES M. LEXVOLD, Executive Vice President, Enterprise Wire Company, Blue Island, Ill.

MRS. RALPH A. LIDDLE, Fort Worth, Tex.

DAN GOLD LANG, Pastor, Broadway Presbyterian Church, Rock Island, Ill.

ROBERT T. McLOSKEY, Monmouth, Ill.

GRAHAM McMILLAN, Vice President, Research and Development, Commercial Solvents Corporation, Terre Haute, Ind.

JAMES W. MARSHALL, M.D., Physician, Monmouth, Ill.

HERBERT C. L. MERILLAT, Washington, D. C.

HUGH MOFFETT, Assistant Managing Editor, *Time-Life* News Service, Paris, France

LEE L. MORGAN, Executive Vice President, Caterpillar Tractor Company, Peoria, Ill.

CYRUS R. OSBORN, Executive Vice President (Retired), General Motors Corporation, Bloomfield Hills, Mich.

BLAIR A. PHILLIPS, JR., Vice President and Director, Shearson, Hamill and Company, Chicago, Ill.

WILLIAM C. PINE, Scholarship Program Director, Ford Motor Company Fund, Dearborn, Mich.

IVORY QUINBY, Partner (Retired), Quinby-McCoy Insurance Agency, Monmouth, Ill.

JOHN SERVICE, Sales Manager, John Deere Spreader Works, East Moline, Ill.

DARROW THOMPSON, President, Thompson International Company, Incorporated, Phoenix, Ariz.

MILFORD D. WALSTON, President, Walston Aviation, Incorporated, East Alton, Ill.

PAUL E. WARFIELD, President, Warfield-McCullough Lumber Company, Monmouth, Ill.

DONALD G. WHITEMAN, President, City Reconstruction Corporation, Los Angeles, Calif.

NEWTON WILSON, President, Sky Chefs, Incorporated, New York, N. Y.

H. DONALD WINBIGLER, Academic Secretary, Stanford University, Stanford, Calif.

GEORGE E. WORCESTER, Secretary and Sales Manager, The Fulton Company, West Allis, Wisc.

W. McCLEAN WORK, First Vice President (Retired), Ketchum, Incorporated, Pittsburgh, Penn.

The Faculty

WIMPRESS, DUNCAN 1964*

President. B.A., University or Oregon, 1946; M.A., ibid., 1950; Ph.D., University of Denver, 1958.

PROFESSORS EMERITI

EVA H. CLELAND, Professor of English Emerita, Monmouth, Illinois.

JAMES HARPER GRIER, President Emeritus, Claremont, California.

EMMA GIBSON, Professor of Latin, Emerita, Glendale, California.

ROBERT W. GIBSON, President Emeritus, Waverly, Ohio.

THOMAS HOFFMAN HAMILTON, Professor of Appreciation of Art, Emeritus, Monmouth, Illinois.

MARY INEZ HOGUE, Registrar Emerita, Claremont, California.

MARY E. McCOY, Librarian Emerita, Monmouth, Illinois.

FRANK W. PHILLIPS, Professor of Education, Emeritus, La Mesa, California.

ACTIVE FACULTY

ALLISON, DAVID C. 1962

Associate Professor of Biology, B.S., University of Illinois, 1956; M.S., ibid, 1957; Ph.D., Pennsylvania State University, 1960.

ANDREW, HENRY W. 1962

Assistant Professor of Physical Education. B.A., State College of Iowa, 1953; M.A., University of Iowa, 1960.

ARRISON, JOHN D. 1962

Assistant Professor of Mathematics. B.S., Michigan State University, 1956; M.S., ibid, 1958. Special academic leave, 1965-68.

BALL, ELWOOD H. 1953

Assistant Professor of Music and Dean of Men. B. Mus., University of Michigan, 1947; M. Mus., ibid, 1952.

**Year joined Monmouth College Faculty.*

BEAR, DOROTHY B. 1967

Instructor in Spanish. B.A., Monmouth College, 1925 (part-time).

BLAAS, ERIKA 1956

Associate Professor of German. Ph.D., University of Innsbruck, Austria, 1949.

BLUM, HARLOW B. 1959

Assistant Professor of Art. B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; M.F.A., Syracuse University, 1966. Special academic leave, 1967-68.

BOONE, G. E. 1965

Lecturer in Oriental Art. Commander, USN (Ret.)

BOONE, KATHERINE P. 1965

Lecturer in Oriental Art. A.B., Monmouth College, 1930; M.A., Pennsylvania State University, 1936.

BOSWELL, GRACE H. 1962

Assistant Professor of English. A.B., LaGrange College, 1949; M.A., University of Georgia, 1952; Ph.D., ibid, 1960.

BOSWELL, R. D., JR. 1962

Professor of Mathematics. B.A., Mississippi State University, 1950; M.S., ibid, 1951; Ph.D., University of Georgia, 1957.

BRADFORD, ANNE M. 1946

Library Cataloger and Assistant Professor of Library Science. A.B., Monmouth College, 1935; B.S. in L.S. University of Illinois, 1948.

BRETT, CECIL C. 1963

Associate Professor of Government and History and Director, East Asian Studies. B.A., University of British Columbia, 1948; M.A., University of Washington, 1950; Ph.D., University of Michigan, 1956.

BUCHHOLZ, ROBERT H. 1950

Professor of Biology. B.S., Fort Hays State College, 1949; M.S., Kansas State College, 1950; Ph.D., University of Missouri, 1957.

COOKSEY, BENJAMIN F. 1965

Instructor in Biology. B.S., Kansas State College, 1960; M.S., ibid, 1962.

CRAMER, FERN W. 1946, 1957

Instructor in Mathematics. B.S.E., University of Arkansas, 1931 (part-time).

CRAMER, PAUL 1946

Associate Professor of Mathematics and Engineering. A.B., Illinois College, 1925; M.A., University of Illinois, 1926.

CROW, MARY B. 1946

Assistant Professor of History. A.B., Monmouth College, 1941; Ph.M., University of Wisconsin, 1945.

DAVENPORT, KATYE L. 1959

Instructor in Education. A.B., Mississippi State College for Women, 1930; A.M., Peabody College, 1937. (part-time).

DAVENPORT, FRANCIS GARVIN 1947

Professor of History and Director, Summer Session. A.B., Syracuse University, 1927; A.M., ibid., 1928; Ph.D., Vanderbilt University, 1936.

DAVISON, ANNA MARIE 1965

Reference Librarian and Instructor in Library Science. B.A., Indiana University, 1961; M.A., ibid., 1963.

DEYOUNG, JAMES 1963

Instructor in Speech. A.B., Beloit College, 1959; A.M., Bowling Green University, 1960.

DONALD, DOROTHY 1932

Professor of Spanish. A.B., Indiana University, 1921; A.M., ibid., 1929; Ph.D., University of Wisconsin, 1941.

EHLERT, DAVID L. 1967

Assistant Professor of Mathematics. B.A., Knox College, 1959; M.A., University of Chicago, 1961.

ERWIN, THOMAS J. 1961

Assistant Professor of Psychology. A.B., Missouri Valley College, 1950; M.A., University of Missouri, 1956.

FENRICK, HAROLD W. 1966

Assistant Professor of Chemistry. A.B., Beloit College, 1957; Ph.D., University of Wisconsin, 1966.

FERNANDEZ, THOMAS L. 1963

Associate Professor of Speech. B.A., Marietta College, 1952; M.A., University of Alabama, 1953; Ph.D., University of Missouri, 1959.

FLEMING, MARY H. 1962

Instructor in Physical Education. B.S., MacMurray College, 1946. (Part-time).

FOX, BERNICE L. 1947

Associate Professor of Classics. A.B., Kentucky Wesleyan College, 1932; M.A., University of Kentucky, 1934.

GANN, HELENE L. 1966

Instructor in Economics and Business Administration. B.S., Wagner College, 1962; M.B.A., Boston College, 1966.

GOETZ, EMILY 1965

Instructor in Speech. B.S.Ed., University of Missouri, 1959; M.A., University of Kansas, 1965.

GOUDIE, JOANNE 1967

Instructor in Art. B.A., Lindenwood College, 1952; M.F.A., State University of Iowa, 1954. (Part-time).

GUILLERMO, EDENIA 1965

Assistant Professor of Spanish. B.A., Instituto de Matanzas, Cuba, 1935; Doctor of Education, University of Havana, Cuba, 1939; Ph.D., ibid., 1949.

HAMILTON, MARTHA M. 1937

Assistant Professor of Art. B.A., University of North Carolina, 1923; M.Ed., Harvard University, 1932.

HAMPL, CONSTANCE 1963

Associate Professor of French. B.A., University of Wisconsin, 1927; Certificat d'Etudes, University de Grenoble, France, 1931; Certificat de Phonetique, ibid., 1932; Diploma de Hautes Etudes, ibid., 1933.; M.A., University of Wisconsin, 1936; Ph.D., ibid., 1944.

HAUGE, HARRIS 1963

Head Librarian and Associate Professor of Library Science. B.A., St. Olaf College, 1949; M.A., University of Minnesota, 1951.

HERBSLEB, JAMES R. 1956

Professor of Economics and Business Administration. B.A., College of the Pacific, 1947; M.A., Temple University, 1949; LL.B., School of Law, Temple University, 1949.

HILL, PETER S. 1967

Instructor in Music. M.M., DePauw University, 1959; M.M., ibid., 1960.

HURH, GLORIA G. 1967

Instructor in Speech. B.S., Northwestern University, 1959. (Part-time).

HURH, WON M. PAUL 1965

Assistant Professor of Sociology. International Christian College, Korea, 1954-56; B.A., Monmouth College, 1960; Ph.D., University of Heidelberg, 1965.

IREY, MARGARET C. 1949

Registrar. A.B., Wheaton College, 1940.

JAFFE, SAMUEL 1964

Instructor in German. A.B., University of Chicago, 1954 (Liberal Arts); A.B., ibid., 1958 (German); A.M., ibid., 1964.

JOHNSON, A. FRANKLIN 1966

Professor of Physics. B.S., University of Alberta, 1938; M.A., University of Toronto, 1947; Ph.D., ibid., 1949.

JOHNSON, J. PRESCOTT 1962

Associate Professor of Philosophy. A.B., Kansas City College, 1943; Kansas State College, 1946; M.S., ibid., 1948; Ph.D., Northwestern University, 1959.

JONES, BERWYN E. 1963

Assistant Professor of Chemistry. A.B., Nebraska Wesleyan University, 1958; Ph.D., Kansas State University, 1965.

JONES, MARGARET 1962

Instructor in Physical Education. B.A., Monmouth College, 1954; M.A., Washington University, 1964.

KAMANO, DENNIS K. 1964

Lecturer in Psychology. B.A., Nebraska Wesleyan, 1952; M.A., University of Denver, 1955; Ph.D., ibid, 1957. (Part-time).

KENNEDY, ADELE 1946

Associate Professor of English. B.A., University of Iowa, 1927; M.A., ibid., 1928.

KETTERER, JOHN J. 1953

Professor of Biology. B.S., Dickinson College, 1943; Ph.D., New York University, 1953.

KLOEPPEL, PETER K. 1967

Assistant Professor of Physics. B.S., University of North Carolina, 1952; M.S., University of Illinois, 1954; Ph.D., University of Chicago, 1963.

LEEVER, RICHARD S. 1961

Associate Professor of English. B.A., Illinois College, 1947; M.A., University of Texas, 1949; Ed.M., University of Illinois, 1954; Ph.D., ibid., 1961.

LICHTENSTEIN, WALTER 1966

Instructor in French. B.A., Earlham College, 1964; M.A., University of Connecticut, 1966.

LIEDMAN, JEAN 1936

Professor of Speech and Dean of Women. A.B., Monmouth College, 1927; A.M., University of Wisconsin, 1935; Ph.D., ibid., 1949.

LINK, FLORENCE I. 1961

Reference-Documents Librarian and Instructor in Library Science. B.A., Jamestown College, 1927; B.L.S., University of Minnesota, 1949.

LOYA, HEIMO 1936

Professor of Music. B.Mus., Chicago Musical College, 1936; A.B., Monmouth College, 1938; M.A., University of Iowa, 1941.

MARTIN, DOROTHY R. 1967

Instructor in Biology. B.A., Southern Illinois University, 1965; M.A., ibid., 1967.

McALLISTER, JAMES H. 1957

Associate Professor of Mathematics. A.B., Peru State Teachers College, 1938; M.A., University of Nebraska, 1950.

McCLANAHAN, PAUL 1964

Assistant Professor of Bible and Religion and College Chaplain. A.B., College of Wooster, 1937; B.D., Union Theological Seminary, 1942.

McCLINTOCK, ROY M. 1966

Professor of Government. B.A., University of Oklahoma, 1948; M.A., University of Missouri, 1949; Ph.D., ibid., 1961.

McKENNA, FRANK S. 1966

Professor of Psychology and Dean of the College. B.S., Lehigh University, 1942; M.A., Columbia University, 1948; Ph.D., ibid., 1951.

McNAMARA, R. JEREMY 1964

Assistant Professor of English. B.A., Kenyon College, 1953; M.A., University of North Carolina, 1954; Ph.D., Michigan State University, 1961.

MEYER, GLORIA K. 1967

Instructor in English. B.A., University of Denver, 1963; M.A., University of Illinois, 1964. (Part-time)

MEYER, ROBERT B. 1962

Associate Professor of Chemistry. A.B., Oberlin College, 1957; Ph.D., Duke University, 1961.

MOFFET, LAURA B. 1967

Instructor in English. B.A., University of Illinois, 1948. (Part-time)

MOULDING, MURRAY 1967

Instructor in English. B.A., Cornell University, 1961; M.A., University of Iowa, 1965.

NICHOLAS, ALBERT 1948

Professor of Education. A.B., Carthage College, 1922; A.M., University of Illinois, 1933.

NICHOLS, JOHN C. 1966

Assistant Professor of Mathematics. A.B., Blackburn College, 1960; M.S., Southern Illinois University, 1962; Ph.D., University of Iowa, 1966.

OLSON, ORDELL 1964

Assistant Professor of Economics. Valley City and Minot State Teachers College, 1947-1951; B.S., North Dakota State University, 1953; M.S., South Dakota State College, 1959.

OSBORNE, HARRY W. 1965

Professor of French. University of Alabama, 1937-38; B.A., University of Iowa, 1943; M.A., ibid., 1945; Ph.D., University of Wisconsin, 1949.

PAGE, EUGENE PHILIP 1966

Instructor in English. B.A., Oberlin College, 1964; M.A., Washington University, 1966.

PALMQUIST, JOHN C. 1962

Assistant Professor of Geology. A.B., Augustana College, 1956; M.S., University of Iowa, 1958; Ph.D., ibid., 1961.

PATE, JAMES L. 1965

Assistant Professor of Economics and Business Administration. A.B., Monmouth College, 1963; M.B.A., Indiana University, 1964.

PETERSON, GRACE GAWTHROP 1922

Instructor in Music. B.A., Monmouth College, 1922. (Part-time)

RALSTON, HAROLD J. 1946

Professor of Classics. A.B., Tarkio College, 1922; A.M., ibid., 1923; Th.B., Pittsburgh Theological Seminary, 1927; M.A., Princeton University, 1928; Ph.D., University of Iowa, 1930.

RANDALL, DOANDA 1967

Instructor in Art. B.A., Clark University, 1952.

REICHOW, WILLIAM 1965

Assistant Professor of Physical Education. B.S., University of Iowa, 1956; M.A., ibid., 1957.

RIEDERER, A. W. 1965

Instructor in Government. A.B., New York University, 1955; M.A., ibid., 1956.

ROSIC, MOMCILO 1959

Associate Professor of Russian. A.B., Military Academy, Belgrade, Yugoslavia, 1937; A.M., ibid., 1939; Ph.D., University of Bonn, 1950. (Part-time)

ROSS, DOUGLAS 1967

Instructor in Psychology. B.A., Lebanon Valley College, 1960; M.A., Bowling Green State University, 1962.

SANMANN, MADGE S. 1949

Professor of Sociology. A.B., Monmouth College, 1921; B.S., University of Illinois, 1923; A.M., Northwestern University, 1940; Ph.D., ibid., 1948.

SERRANO, ARTURO 1961

Assistant Professor of Spanish. B.A., Instituto Cardenal Cisneros, Madrid, 1930; Facultad de Filosofía y Letras, Universidad Central Madrid, 1932-1936; Diploma of Official Translator in Spanish and English, Ministry of National Education, Colombia.

SHAWVER, BENJAMIN T. 1946

Professor of Education and Chemistry. B.S., Parsons College, 1932; M.A., Columbia University, 1950; Ed.D., ibid., 1952.

SHOEMAKER, HOMER L. 1961

Instructor in Accounting. B.S., University of Denver, 1950; M.B.A., ibid., 1965; Certified Public Accountant, 1961. (Part-time)

SKOV, CHARLES E. 1963

Associate Professor of Physics. A.B., Kearney State Teachers College, 1954; Ph.D., University of Nebraska, 1963.

SLAUGHTER, ADIN 1964

Instructor in English. B.A., Monmouth College, 1960; M.A., Purdue University, 1962.

SPEEL, CHARLES J., II 1951

John Young Professor of Bible and Religion. A.B., Brown University, 1939; S.T.B., Harvard University, 1949; S.T.M., ibid., 1950; Ph.D., ibid., 1956.

SPIES, GORDON 1967

Associate Professor of Psychology. B.A., Sir George Williams University, 1960; M.A., Cornell University, 1962; Ph.D., ibid., 1964.

SPITZ, DOUGLAS R. 1957

Assistant Professor of History. A.B., Swarthmore College, 1949; M.A., University of Nebraska, 1955; Ph.D., ibid., 1964.

STEWART, SHIRLEY ANN 1967

Instructor in Mathematics. B.S., University of London, 1958; Diploma from Cambridge University, 1959.

SWEIGERT, DENNIS W. 1965

Instructor in Piano. B.S., Lebanon Valley College, 1963; M.M., University of Michigan, 1965.

THOMPSON, SAMUEL M. 1926

Alumni Professor of Philosophy. A.B., Monmouth College, 1924; A.M., Princeton University, 1925; Ph.D., ibid., 1931.

TOUSSAINT, SYLVESTER R. 1967

Visiting Professor of Speech. B.A., Ripon, 1923; M.A., University of Michigan, 1927; Ph.D., University of Wisconsin, 1938.

URBAN, WILLIAM L. 1966

Assistant Professor of History. A.B., University of Texas, 1959; M.A., ibid., 1964.

WALTERHAUSEN, GEORGE L. 1966

Instructor in Art. A.B., Knox College, 1961; M.A., University of California, Berkeley, 1963.

WASEM, JAMES L. 1967

Assistant Professor of Physical Education. B.S., Illinois Wesleyan University, 1957; M.S., Illinois State University, 1963.

WEEKS, J. STAFFORD 1959

Associate Professor of Bible and Religion. A.B., Juniata College, 1942; B.D., United Theological Seminary, 1945; Ph.D., University of Chicago, 1962.

WEIDENBAUM, KEVIN J. 1967

Assistant Professor of Chemistry. B.S., The Ohio State University, 1963; Ph.D., Northwestern University, 1967.

WILLHARDT, GARY 1967

Instructor in English. A.B., Monmouth College, 1960; M.A., Ohio University, 1962.

WILLS, DONALD L. 1951

Associate Professor of Geology. B.S., University of Illinois, 1949; M.S., ibid., 1951.

WINGO, CHARLES E. 1958

Professor of Education. A.B., Furman University, 1924; M.A., Cornell University, 1937.

WOLAK, WILLIAM J. 1967

Assistant Professor of Speech. B.S., Central Connecticut State College, 1959; A.M., St. Louis University, 1961; Ph.D., Tulane University, 1967.

WOLL, ROBERT G. 1935

Associated Professor of Physical Education. B.S., Monmouth College, 1935; M.S., University of Illinois, 1941.

Administrative Officers

DUNCAN WIMPRESS ..... *President*
DAVID D. FLEMING ..... *Assistant to the President*
FRANK S. McKENNA ..... *Dean of the College*
WILLIAM B. CRAFTS ..... *Dean of Students*
DAVID B. HANAMAN ..... *Director of Development*
PAUL W. LaDUE ..... *Business Manager*

ADMISSIONS OFFICE

GLEN D. RANKIN ..... *Director*
JOHN WILBUR ..... *Counselor (East Coast)*
ROBERT ELLIS ..... *Counselor (Midwest)*
DONALD INGERSON ..... *Counselor (St. Louis)*
PAUL SCHOENHEIDER ..... *Counselor (Chicago)*

ART CENTER

HARLOW B. BLUM ..... *Assistant Professor of Art (On leave 1967-68)*
GEORGE L. WALTERSHAUSEN ..... *Instructor in Art*

BOOKSTORE

MRS. JAMES TIPPETT ..... *Manager*

BUSINESS OFFICE

PAUL W. LaDUE ..... *Business Manager*
RICHARD HILDRETH ..... *Director of Purchasing and Personnel*
ROBERT STELLER ..... *Controller*
JAMES BLENDER ..... *Accountant*
GORDON YOUNG ..... *Director of Data Processing*
WILLIAM HUTCHINS ..... *Director of Office Services*
WILLIAM TOBABEN ..... *Saga Food Service Manager*

CHAPEL

THE REV. PAUL McCLANAHAN ..... *Chaplain*

DEAN'S OFFICE

FRANK S. McKENNA ..... *Dean of the College*
WILLIAM B. CRAFTS ..... *Dean of Students*
MISS JEAN E. LIEDMAN ..... *Dean of Women*
ELWOOD H. BALL ..... *Dean of Men*
F. GARVIN DAVENPORT ..... *Director of Summer Session*
DONALD KETTERING ..... *Director of Student Aid and Placement*
MRS. GAIL IREY ..... *Registrar*
WITOLD NOVAK ..... *Audio-Visual Director*

FOREIGN STUDENTS

REV. PAUL McCLANAHAN ..... *Adviser*

GYMNASIUM

HENRY ANDREW ..... *Director of Athletics*

INFIRMARY

DR. JAMES EBERSOLE ..... *Medical Director*
DR. JAMES MARSHALL ..... *Medical Director*

LIBRARY

HARRIS HAUGE ..... *Head Librarian*
MRS. JOHN BRADFORD ..... *Catalog Librarian*
MISS FLORENCE I. LINK ..... *Periodicals-Documents Librarian*
MISS ANNA MARIE DAVISSON ..... *Reference Librarian*

PHYSICAL PLANT

ROBERT WINKLER ..... *Director*
PAUL BUNN ..... *Superintendent*

PRESIDENT'S OFFICE

DUNCAN WIMPRESS ..... *President*
DAVID D. FLEMING ..... *Assistant to the President*
MRS. H. A. LOYA ..... *Secretary*
MRS. ROBERT AMUNDSEN ..... *Assistant Secretary*

PUBLIC RELATIONS AND DEVELOPMENT

DAVID B. HANAMAN ..... *Director of Development*
JESSE E. KENT ..... *Director of Special Funds*
STEPHEN E. ANDERSON ..... *Director of Public Information*
GERALD W. McBRIDE ..... *Director of Alumni and Parent Relations*

STUDENT CENTER

STEPHEN E. WOOD ..... *Director*
MRS. JOHN F. WEEGAR ..... *Director of Game Room*
MRS. LORRAINE AZDELL ..... *Snack Bar Manager*

THEATRE

JAMES DeYOUNG ..... *Director*
(On leave 1967-68)
WILLIAM WOLAK ..... *Acting Director*

Alumni Association

The Monmouth College Alumni Association was founded May 13, 1878, and now has more than 7,500 members living in every state of the union and some 40 foreign countries. Membership in the association is automatic for graduates and non-graduates alike.

Policies of the association are set by a national board of directors headed by a president, vice president, and secretary. The officers and 17 other directors are nominated by the entire Alumni Association, with final approval coming from the Alumni Board of Directors. The college Director of Alumni Relations is an *ex-officio* member of the alumni board.

Services of the association to Monmouth alumni include promotion of five-year class reunions and local alumni chapter meetings, special programs at Homecoming and Commencement and operation of a central office where addresses and biographical information is maintained for all alumni. Alumni also receive free of charge *Monmouth College Symposium,* a quarterly magazine, and *Monmouth Moves,* a quarterly newsletter.

Through the efforts of some 50 class secretaries who serve as correspondents for *Monmouth College Symposium,* class news about alumni is printed regularly as an additional service.

The Alumni Association awards Distinguished Alumnus Awards at Commencement, elects one alumnus annually to a three-year term on the college senate and cooperates with the college admissions office in a program of alumni admissions counselors.

In 1965, the American Alumni Council awarded Monmouth's alumni first prize for their sustained support of their alma mater. The prize, awarded in competition among large co-educational colleges throughout the nation, carried a $1,000 grant. In the same competition. Monmouth's alumni placed third among all colleges and universities in the nation, receiving a grand award from the AAC and a $1,000 grant from the United States Steel Company Foundation.

ALUMNI ASSOCIATION BOARD OF DIRECTORS

The Officers

Elected in June, 1967 for one year: President, Mr. James J. Nixon, Jr., '50, Belmont, Mass.; Vice-President, Dr. Robert D. Feeheley, '49, Saginaw, Mich.; Secretary, Mrs. Sanders E. Reinhard, '42, Arlington Heights, Ill.

The Directors

Term ends June 30, 1968: Mr. Ted Allen, '30, Santa Monica, Calif.; Mr. Charles Gavin, '48, Northfield, Minn.; Mr. Howard Gladfelter, '50, Monmouth, Ill.; Mr. F. William Kelley, '53, Normal, Ill.; Mr. Kenneth Miller, '52, Chicago, Ill.

Term ends June 30, 1969: Mr. James H. Curry, '13, Denver, Colo.; Mrs. Jack J. Frey, '50, Kalamazoo, Mich.; Dr. Duane L. Manlove, '50, Dallas, Texas; Dr. Rollin Moore, '31, Streator, Ill.; Mr. Nixon.

Term ends June 30, 1970: Mr. Charles E. Brandt, Jr., '51, Runson, N. J.; Dr. Feeheley; Mrs. Paul Ferguson, '13, Loveland, Colo.; Mr. Walter W. Paul, '38, LeClaire, Ia.; Mrs. Reinhard.

Term ends June 30, 1971: Mr. Jerome Hatch, '57, Moline, Ill.; Mr. Robert Riddell, '15, Peoria, Ill.; Dr. David Allison, '53, Monmouth, Ill.; Mr. Nelson Potter, '61, Lincoln, Nebr.; Mr. Donn Denniston, '60, Birmingham, Mich.

PARENTS' ASSOCIATION EXECUTIVE COMMITTEE

Mr. and Mrs. Edward Ahlenius, Bloomington, Ill.; Mr. and Mrs. James D. Bowers, La Grange, Ill.; Mr. and Mrs. Robert W. Buckley, Libertyvilie, Ill.; Mr. and Mrs. Everitt Carter, Chairmen, Palatine, Ill.; Mr. and Mrs. Robert F. Deibel, St. Louis, Mo.; Mr. and Mrs. John Dodge, Evanston, Ill.; Mr. and Mrs. Kenneth E. Farrar, Vice-Chairmen, Aurora, Ill.; Mr. and Mrs. Richard P. Hutchinson, Biggsville, Ill.; Mr. and Mrs. Walter Johnson, Galesburg, Ill.; Mr. and Mrs. N. F. Korhumel, Lake Forest, Ill.; Mr. and Mrs. David S. Lewis, Los Angeles, Calif.; Dr. and Mrs. Oren V. Luke, Hamden, Conn.; Mr. and Mrs. Aubrey M. Neville, Elgin, Ill.; Mr. and Mrs. Wayne Perrine, Bushnell, Ill.; Dr. and Mrs. Robert F. Prindle, Mountain Lakes, N. J.; Mr. and Mrs. Joseph Rayniak, Waukegan, Ill.; Mr. and Mrs. J. Lester Reed, Englewood, Colo.; Mr. and Mrs. Arthur L. Snyder, Englewood, Colo.; Dr. Payson Wild, Evanston, Ill.; Mr. and Mrs. Carol Wright, Indianapolis, Ind.; Mr. and Mrs. Zint E. Wyant, Jr., Shawnee Mission, Kan.; Mr. and Mrs. J. Kenneth Wyard, Peoria, Ill.

Among the recent speakers at Monmouth College was Sen. Mark Hatfield, who addressed Commencement exercises in 1966. Sen. Hatfield was awarded an honorary degree by the College.

Index

About Monmouth 9
Absences 39
Academic Buildings 22
Academic Probation 40
Academic Program 35
Academic Regulations 38
Accreditation 8, 9
Activities, Student 16
Administrative Officers 143
Admission 115
Advanced Placement 116
Advanced Standing 118
Advance Tuition Deposits 121
Adviser, Faculty 13
All-College Colloquium 13
Alumni Association 145
Annual Expenses 121
Applications 115
  Admission 115
  Campus Visits 119
  College Board Test 116
  Committee Action 118
  Counselors 13, 119
  Financial Aid 125
  Honors-at-Entrance 118
  Personnel 119; *Requirements* 115
Application Fee 122
Applied Music 99
Argonne Semester 27
Art 56
Associated Colleges of the Midwest 10
Athletic Facilities 24
Attendance, Class 39
Auditing Courses 122
Automobile Regulations 18

Bachelor of Arts Degree 35
Bible and Religion 58
Biology 61
Board 122
Board of Directors 133
Boone Oriental Art Collection 23

Campus (Physical Facilities) 21
Calendar, College 4
Campus Visits 119
Career Preparation 31
Carnegie Library 22
Central American Field Studies 27
Chemistry 63
Chicago Area Admissions Counselor
  Inside Front Cover
Choir 100
Class Attendance 39
Classification of Students 40
Classical Civilization 67
Classical Languages 65
College, Character of 8
College Entrance Examination
  Boards 116
College Scholarship Service 126
Commencement Honors 43
Comprehensive Examinations 37
Comprehensive Reading Program 38
Concentration, Field of 37
Concert-Lecture Series 13
Contents, Table of 7
Convocations and Chapels 39
Correspondence Inside Front Cover
Costs 121
Counseling 18
Counselors
  Admissions 143; *Faculty* 13
Courses of Instruction 55
  Art 56
  Bible and Religion 58
  Biology 61
  Chemistry 63
  Classical Languages 65
  East Asian Studies 68
  Economics 69
  Education 72
  English 75
  Geology 79
  Government 81
  History 83
  Mathematics 86
  Modern Foreign Languages 89
  Music 96
  Philosophy 101
  Physical Education 103
  Physics 105
  Psychology 107
  Sociology 109
  Speech 112
Credit by Examination 43
Credits, High School 115
Credits, Transcript of 123
Credits, Transfer of 118

Critical Languages 28
Cumulative Grade-Point Average 42
Curriculum, Organization of 11
Cuttington College Program 28

Deferred Payment 124
Degrees 43
Bachelor of Arts Degree 50
Departmental Major 37
Dentistry 32
Deposits, Advance 123
Directors 133
Disciplinary Probation 43
Dismissal from College 42
Distribution Requirements 36
Divisions of the Faculty 13
Dormitories 22

East Coast Admissions Counselor
Inside Front Cover
East Asian Studies Program 28
Economics and Business
Administration 69
Education 72
Education Outside the Classroom 13
Employment Outside the Classroom 13
Employment, Student 128
Endowed Professorships 131
Endowed Scholarships 128
Engineering 32
Engineering Binary Programs 29
English 75
Entrance Requirements 115
Examinations
Advanced Placement 116
Scholastic Aptitude 116
Senior Comprehensive 37
Expenses 121
Experiment in International Living 29

Facilities 24
Faculty 13, 135
Faculty Advisers 13
Fees
Advance Payments 123; *Board* 122
Late Payments 123; *Miscellaneous* 122
Payment of 123; *Refund of* 124
Room 122; *Transcript of Credits* 123
Tuition and Fees 121
Field of Concentration 37
Financial Aid 125
Fractional Courses 55
Fraternity Houses 18
French 90
Freshman Orientation 19
Freshman and Transfer Students 118

General Information 9
Geology 79
German 91
Government 81
Grade-Point Average 42
Grade-Point Requirements 41
Grading System 41
Graduation Requirements 35
Grants-in-Aid 126
Greek 67
Gymnasium 24

Health Service 19
High School Credits 115
High School Seniors' Honors
Program 29
History 83
History, College 8
Honors-at-Entrance 118
Honors at Graduation 43
Housing, Student 22

Independent Study 39
Installment Payment Plans 123
Instruction, Courses of 55
Insurance, Health 19
Intramural Sports 16
Intercollegiate Athletics 16

Japanese 93
Journalism 32
Junior Year Abroad 29

Killough Lecture Fund 131

Latin 66
Law 32
Liberal Arts 11
Liberal Arts Festival 13
Library 22
Library Endowments 131
Library Science 32
Library Staff 144
Linen Service 123
Loans, Student 125
Location 2

Master of Arts 30
Mathematics 86
Meal Rates 123
Medical Technology 33
Medicine 32

Membership, Institutional 9
Memorial Funds 131
Men's Residences 22
Midwest Athletic Conference 16
Ministry 33
Miscellaneous Fees 122
Modern Foreign Languages 89
Monthly Payment Plans 124
Music 96
Music, Applied 99
Musical Organizations 100

National Defense
Education Act Loans 127
Newberry Humanities Seminar 30
Numbering of Courses 55

Officers of Administration 143
Officers of Instruction 13, 135
Organization of the Curriculum 12
Orientation 18

Parent Association 146
Parent Orientation 19
Part-Time Employment 128
Payment Plans 123
Philosophy 101
Physical Education 103
Physical Education Facilities 24
Physical Education Service Classes 36
Physics 105
Placement, Advanced 19
Placement, Vocational 19
Political Science 81
(See Government)
President's Letter 5
Presidents of the College 9
Prizes and Awards 130
Probation, Academic 42
Procedure for Application 115
Professors Emeriti 135
Psychology 107

Quinby House 24

Reading Programs 38
Refunds 124
Registration 40
Regulations, Academic 39
Regulations, Conduct 42, 43
Religion and Bible 58
Religious Life 16
Renewal of Financial Assistance 125
Requirements for Graduation 35
Reservations, Rooms 123
Residence Halls, Student 22
Room Reservations and Charges 122
Russian 94

St. Louis Area Admissions Counselor
Inside Front Cover
Scholarships 126, 128
Scholastic Aptitude Test 116
Seminars and Individual Study 39
Senior Comprehensive Examination 37
Senior Thesis 38
Senior Year in Residence 36
Single Admission Plan 115
Social Regulations 16
Sociology 109
Sorority Chapter Rooms 18
Spanish 94
Special Examinations 123
Special Fees 123
Special Students 122
Special Study Programs 27
Speech 112
Sports Program 27
State Teaching Certificates 72
Student Activities 16
Student Center 15, 25
Student Life 15
Student Loans 126
Student Residences 22
Student Services 18
Studio Art Courses 57
Suggested Curricula 45

Table of Contents 7
Teacher Preparation 72
Teaching 33
Three-Term, Three-Course Plan 12
Topical Major 37
Transcript of Credits 123
Transportation 10
Tuition 121
Types of Financial Aid 125

United Presbyterian Church,
USA 9, 16
United Student Aid Loans 127
Urban Education 30

Vocational Counseling 18
Vocational Placement 19

Washington Semester 31
Where to Write
Inside Front Cover
Wilderness Field Station 31

1967

S	M	T	W	T	F	S
SEPTEMBER						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

S	M	T	W	T	F	S
OCTOBER						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
NOVEMBER						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	T	F	S
DECEMBER						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1968

S	M	T	W	T	F	S
JANUARY						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
FEBRUARY						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

S	M	T	W	T	F	S
MARCH						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
APRIL						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

S	M	T	W	T	F	S
MAY						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
JUNE						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

S	M	T	W	T	F	S
JULY						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
AUGUST						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S	M	T	W	T	F	S
SEPTEMBER						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

S	M	T	W	T	F	S
OCTOBER						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	T	F	S
NOVEMBER						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

S	M	T	W	T	F	S
DECEMBER						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1969

S	M	T	W	T	F	S
JANUARY						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
FEBRUARY						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

S	M	T	W	T	F	S
MARCH						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	T	F	S
APRIL						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

S	M	T	W	T	F	S
MAY						
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S	M	T	W	T	F	S
JUNE						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

S	M	T	W	T	F	S
JULY						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	T	F	S
AUGUST						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MONMOUTHIENSIS COLLEGII SIGILLUM
LUX
1853